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A GRADED

SPELLING-BOOK

BEING A COMPLETE COURSE IN SPELLING FOR PRIMARY AND GRAMMAR SCHOOLS

TWO PARTS IN ONE VOLUME

BY

H. F. HARRINGTON

SUPERINTENDENT OF PUBLIC SCHOOLS, NEW BEDFORD, MASS.

NEW YORK

HARPER & BROTHERS, FRANKLIN SQUARE

1883


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I. It is grounded on the laws which govern the growth of a child's intelligence and his acquisition of an available vocabulary. This basis demands, first, that the words prescribed for study shall be selected, not according to the number of their syllables, nor to any other artificial arrangement, but according to the order in which, as the child advances in knowledge, they may be apprehended and used:

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II. Since the usefulness of knowing how to spell is limited mainly to connection with what one writes, it is plain that correctness must be determined by the eye rather than by the ear. This demands that the orthography of such words as are in most familiar use, and such as apply to familiar things—which are therefore most likely to be employed in letters to friends and other common forms of written composition—should receive especial attention, and be permanently impressed on the memory. Oral spelling is comparatively of little worth. This treatise has been thoughtfully and conscientiously prepared with a view to the fulfilment of these requirements.

III. Furthermore, it is hoped that the usefulness of the work will not be limited to its service as a spelling-book. It is believed that the exercises will be found interesting and instructive, as well as varied and progressive, and that they cannot fail, if faithfully practised, to give the pupil an unusual and correct *command of language*, both in speaking and writing, and to put him in possession of a vocabulary that will enable him to read intelligently the newspaper, the magazine, and the best of other current literature.

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August, 1880.

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Special directions for the elliptical and other peculiar forms of lessons will be found in the body of the book.

If, under any circumstances, it should be inconvenient to pursue this method of study, the teacher can simply read the sentences of a lesson to the class, and require only the special words for spelling to be written. But it is strongly recommended that the whole method as explained be carried out.

The book begins with sentences printed in script form, while the words to be spelled are in both print and script forms. This is for the purpose of enabling the beginner to associate the two, and finally to substitute the one for the other at will.

It is a waste of time to require a pupil, however young, to reproduce print forms.

Many of the lessons have been so written as to employ the various marks of punctuation, the forms of the possessive case, and the common contractions. Such lessons are of special value, for it is only through persistent reproduction in written work that the right use of these marks and forms is to be learned.

Diacritical marks have not been employed as a guide to pronunciation, for long and close observation has shown that pupils pay very little attention to such marks, after some knowledge of the form of words has been acquired. Lists of words specially difficult to be pronounced will be found near the conclusion of the second part of this book, with the true pronunciation indicated by diacritical marks. Pupils should be encouraged as early as possible to form the habit of consulting the dictionary. Familiarity with the common systems of marks will prove of great benefit.

The teacher who is in want of supplementary reading-matter can make the lessons of this book serve an admirable purpose in that direction.

As has been previously stated, the pupil who begins this book is supposed to have some knowledge of writing. But in order to aid those towards the use of it who have not yet learned to write, several pages have been inserted by way of introduction, for practice upon single words.

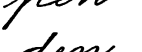
Let the teacher put the pupils directly upon practice with these words, not waiting for preliminary practice upon elements. Children will learn to write much more readily than is often supposed.

These introductory words are arranged in columns according to sound. This is not to help the spelling, but the writing; for it is desirable to change the elements of the words as gradually as possible, that the young writer may not be forced too abruptly upon new elements and forms.

A GRADED SPELLING-BOOK.

INTRODUCTION.

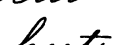
LESSON 1.

rat		men	
cat		pen	
ran		den	
pan		hen	
fan		ten	

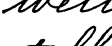
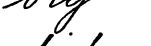
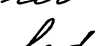
LESSON 2.

pin		hot	
win		not	
sin		dot	
tin		cot	
bin		lot	

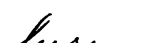
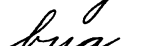
LESSON 3.

but		pay	
rut		lay	
cut		may	
hut		day	
sun		play	

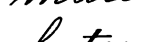
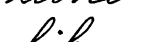
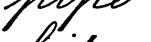
LESSON 4.

well		big	
tell		did	
let		wig	
fed		nip	
bed		rip	

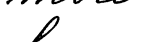
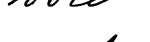
LESSON 5.

rob		fur	
job		mug	
sob		bug	
nod		hum	
rod		gum	

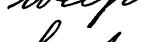
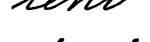
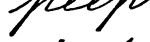
LESSON 6.

mate		dine	
late		like	
date		pipe	
gate		kite	
hate		fine	

LESSON 7.

mote		plum	
boy		drum	
vote		much	
mope		shun	
hope		club	

LESSON 8.

bent		weep	
sent		keep	
lent		peep	
dent		deep	
mend		feel	

LESSON 9.

wade	*wade*	same	*same*
made	*made*	tame	*tame*
fade	*fade*	came	*came*
page	*page*	lame	*lame*
cage	*cage*	cane	*cane*

LESSON 10.

side	*side*	slip	*slip*
mind	*mind*	swim	*swim*
wind	*wind*	trim	*trim*
bind	*bind*	prim	*prim*
rind	*rind*	trip	*trip*

LESSON 11.

sand	*sand*	peck	*peck*
land	*land*	neck	*neck*
hand	*hand*	deck	*deck*
stand	*stand*	wreck	*wreck*
grand	*grand*	speck	*speck*

LESSON 12.

boot	*boot*	tore	*tore*
foot	*foot*	bore	*bore*
food	*food*	snow	*snow*
root	*root*	sore	*sore*
pond	*pond*	core	*core*

LESSON 13.

hush	*hush*	leaf	*leaf*
gush	*gush*	reap	*reap*
rush	*rush*	heap	*heap*
crush	*crush*	meal	*meal*
brush	*brush*	read	*read*

LESSON 14.

cart	*cart*	slave	*slave*
farm	*farm*	brave	*brave*
barn	*barn*	shave	*shave*
part	*part*	crape	*crape*
sharp	*sharp*	wave	*wave*

LESSON 15.

ice	*ice*	droop	*droop*
slice	*slice*	stoop	*stoop*
spice	*spice*	troop	*troop*
vice	*vice*	brook	*brook*
wild	*wild*	crook	*crook*

LESSON 16.

speed	*speed*	air	*air*
bleed	*bleed*	pair	*pair*
sleep	*sleep*	chair	*chair*
loom	*loom*	dream	*dream*
room	*room*	stream	*stream*

LESSON 17.

dirt	*dirt*	drain	*drain*
shirt	*shirt*	strain	*strain*
flirt	*flirt*	main	*main*
near	*near*	plain	*plain*
clear	*clear*	tail	*tail*

PART I.

LESSON 1.

I see a cat and a rat.
The cat is spry. She will get
the rat.

see	*see*	and	*and*
the	*the*	will	*will*
get	*get*	spry	*spry*

LESSON 2.

My horse is a good horse.
We can take a long ride.

we	*we*	take	*take*
my	*my*	long	*long*
can	*can*	good	*good*
ride	*ride*	horse	*horse*


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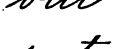
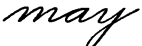
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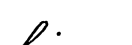
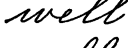
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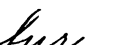
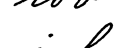
LESSON 3.

but		pay	
rut		lay	
cut		may	
hut		day	
sun		play	

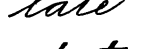
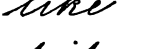
LESSON 4.

well		big	
tell		did	
let		wig	
fed		nip	
bed		rip	

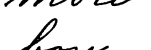
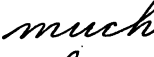
LESSON 5.

rob		fur	
job		mug	
sob		bug	
nod		hum	
rod		gum	

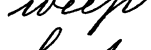
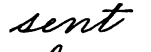
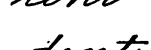
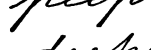
LESSON 6.

mate		dine	
late		like	
date		pipe	
gate		kite	
hate		fine	

LESSON 7.

mote		plum	
boy		drum	
vote		much	
mope		shun	
hope		club	

LESSON 8.

bent		weep	
sent		keep	
lent		peep	
dent		deep	
mend		feel	

LESSON 9.

wade	*wade*	same	*same*
made	*made*	tame	*tame*
fade	*fade*	came	*came*
page	*page*	lame	*lame*
cage	*cage*	cane	*cane*

LESSON 10.

side	*side*	slip	*slip*
mind	*mind*	swim	*swim*
wind	*wind*	trim	*trim*
bind	*bind*	prim	*prim*
rind	*rind*	trip	*trip*

LESSON 11.

sand	*sand*	peck	*peck*
land	*land*	neck	*neck*
hand	*hand*	deck	*deck*
stand	*stand*	wreck	*wreck*
grand	*grand*	speck	*speck*

LESSON 12.

boot	*boot*	tore	*tore*
foot	*foot*	bore	*bore*
food	*food*	snow	*snow*
root	*root*	sore	*sore*
pond	*pond*	core	*core*

LESSON 13.

hush	*hush*	leaf	*leaf*
gush	*gush*	reap	*reap*
rush	*rush*	heap	*heap*
crush	*crush*	meal	*meal*
brush	*brush*	read	*read*

LESSON 14.

cart	*cart*	slave	*slave*
farm	*farm*	brave	*brave*
barn	*barn*	shave	*shave*
part	*part*	crape	*crape*
sharp	*sharp*	wave	*wave*

LESSON 15.

ice	*ice*	droop	*droop*
slice	*slice*	stoop	*stoop*
spice	*spice*	troop	*troop*
vice	*vice*	brook	*brook*
wild	*wild*	crook	*crook*

LESSON 16.

speed	*speed*	air	*air*
bleed	*bleed*	pair	*pair*
sleep	*sleep*	chair	*chair*
loom	*loom*	dream	*dream*
room	*room*	stream	*stream*

LESSON 17.

dirt	*dirt*	drain	*drain*
shirt	*shirt*	strain	*strain*
flirt	*flirt*	main	*main*
near	*near*	plain	*plain*
clear	*clear*	tail	*tail*

PART I.

LESSON 1.

I see a cat and a rat.
The cat is spry. She will get
the rat.

see	*see*	and	*and*
the	*the*	will	*will*
get	*get*	spry	*spry*

LESSON 2.

My horse is a good horse.
We can take a long ride.

we	*we*	take	*take*
my	*my*	long	*long*
can	*can*	good	*good*
ride	*ride*	horse	*horse*

LESSON 3.

The boy is a good child. I like to roll my hoop. The wind blows the green leaves round and round.

wind	*wind*	round	*round*
green	*green*	hoop	*hoop*
roll	*roll*	leaves	*leaves*
blows	*blows*	child	*child*

LESSON 4.

The night has gone and the sun shines. Now you must awake from sleep, for you have rested enough.

now	*now*	rest'ed	*rest'ed*
has	*has*	night	*night*
gone	*gone*	a wake'	*a wake'*
must	*must*	e nough'	*e nough'*
have	*have*	shines	*shines*

LESSON 5.

Mary has a tame bird in a cage. It is her pet. It eats from her hand, and sings sweetly for her.

Ma'ry	*Ma'ry*	cage	*cage*
her	*her*	sings	*sings*
bird	*bird*	hand	*hand*
eats	*eats*	sweet'ly	*sweet'ly*
for	*for*	from	*from*

LESSON 6.

That old man is lame and tired. Let us help him on his way. We should be kind to him.

way	*way*	tired	*tired*
him	*him*	that	*that*
old	*old*	help	*help*
kind	*kind*	should	*should*

LESSON 7.

Our rabbit has long ears. His name is Bunny, and he is fond of clover.

is	*is*	name	*name*
of	*of*	fond	*fond*
our	*our*	rab'bit	*rabbit*
his	*his*	Bun'ny	*Bunny*
ears	*ears*	clo'ver	*clover*

LESSON 8.

REVIEW.

eats	*eats*	tired	*tired*
spry	*spry*	ver'y	*very*
green	*green*	e nough'	*enough*
sings	*sings*	a wake'	*awake*
leaves	*leaves*	should	*should*
horse	*horse*	rab'bit	*rabbit*
blows	*blows*	night	*night*
round	*round*	sweet'ly	*sweetly*

LESSON 9.

I can count one, two, three, four, five. By and by I mean to learn to count many more.

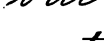
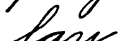
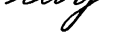
one	one	more	more
two	two	learn	learn
three	three	man'y	man'y
four	four	five	five
count	count	mean	mean

LESSON 10.

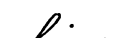
What a happy boy George is! He has come out to play with his sisters. They love him very much.

out	out	with	with
come	come	they	they
what	what	sis'ters	sis'ters
ver'y	ver'y	hap'py	hap'py
love	love	George	George

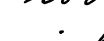
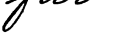
LESSON 3.

but		pay	
rut		lay	
cut		may	
hut		day	
sun		play	

LESSON 4.

well		big	
tell		did	
let		wig	
fed		nip	
bed		rip	

LESSON 5.

rob		fur	
job		mug	
sob		bug	
nod		hum	
rod		gum	

LESSON 6.

mate	*mate*	dine	*dine*
late	*late*	like	*like*
date	*date*	pipe	*pipe*
gate	*gate*	kite	*kite*
hate	*hate*	fine	*fine*

LESSON 7.

mote	*mote*	plum	*plum*
boy	*boy*	drum	*drum*
vote	*vote*	much	*much*
mope	*mope*	shun	*shun*
hope	*hope*	club	*club*

LESSON 8.

bent	*bent*	weep	*weep*
sent	*sent*	keep	*keep*
lent	*lent*	peep	*peep*
dent	*dent*	deep	*deep*
mend	*mend*	feel	*feel*


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HARRINGTON'S GRADED SPELLING-BOOK—PART I.

A GRADED

SPELLING-BOOK

BEING A COMPLETE COURSE IN SPELLING FOR PRIMARY AND GRAMMAR SCHOOLS

IN TWO PARTS

BY

H. F. HARRINGTON

SUPERINTENDENT OF PUBLIC SCHOOLS, NEW BEDFORD, MASS.

NEW YORK

HARPER & BROTHERS, FRANKLIN SQUARE

1883

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PREFACE.

THE old-style spelling-books have fallen into merited disrepute. It is felt to be irrational and wasteful of time to drill children on words of whose meaning they have no idea, and a large number of which they will never have occasion to use.

The substitutes thus far provided are not satisfactory; for they merely reproduce, in modified forms, the artificial framework of the old-time books, or else are so unmethodical that the instruction they afford is irregular and incomplete.

Our pupils must have a spelling-book; but it must be made on right principles. It must be clearly illustrative of the natural laws of intellectual progress, and its pages, therefore, be attractive to the learner.

This "Graded Spelling-Book" claims attention because constructed on this rational basis. It possesses the following distinguishing characteristics:

I. It is grounded on the laws which govern the growth of a child's intelligence and his acquisition of an available vocabulary. This basis demands, first, that the words prescribed for study shall be selected, not according to the number of their syllables, nor to any other artificial arrangement, but according to the order in which, as the child advances in knowledge, they may be apprehended and used;

second, that every word that is to be spelled shall first be presented in intelligible connection with other words, so as to give a clear conception of its meaning.

II. Since the usefulness of knowing how to spell is limited mainly to connection with what one writes, it is plain that correctness must be determined by the eye rather than by the ear. This demands that the orthography of such words as are in most familiar use, and such as apply to familiar things—which are therefore most likely to be employed in letters to friends and other common forms of written composition—should receive especial attention, and be permanently impressed on the memory. Oral spelling is comparatively of little worth. This treatise has been thoughtfully and conscientiously prepared with a view to the fulfilment of these requirements.

III. Furthermore, it is hoped that the usefulness of the work will not be limited to its service as a spelling-book. It is believed that the exercises will be found interesting and instructive, as well as varied and progressive, and that they cannot fail, if faithfully practised, to give the pupil an unusual and correct *command of language*, both in speaking and writing, and to put him in possession of a vocabulary that will enable him to read intelligently the newspaper, the magazine, and the best of other current literature.

H. F. H.

August, 1880.

SUGGESTIONS TO TEACHERS.

ACCORDING to the design of this book, the pupil who begins it is supposed to have some knowledge of writing. Spelling has mainly to do with written work. The first contact of a pupil with a word to be spelled should be when writing it in intelligible connection with other words. The impression of its form will thus be made far more effective and abiding.

The proper way in which the lessons should be learned is as follows:

The sentences of a lesson are first to be copied by the pupil from the book, so that both eye and hand shall have fair command of the forms of the words. The special words to be spelled are then to be copied in a disconnected list and studied.

At recitation, if the pupils are sufficiently advanced for such an exercise, the teacher may first dictate the sentences to be written out by the scholars—their own books being closed—and then require the words to be spelled orally from the written copies. This will closely associate oral with written work.

Special directions for the elliptical and other peculiar forms of lessons will be found in the body of the book.

If, under any circumstances, it should be inconvenient to pursue this method of study, the teacher can simply read the sentences of a lesson to the class, and require only the special words for spelling to be written. But it is strongly recommended that the whole method as explained be carried out.

The book begins with sentences printed in script form, while the words to be spelled are in both print and script forms. This is for the purpose of enabling the beginner to associate the two, and finally to substitute the one for the other at will.

It is a waste of time to require a pupil, however young, to reproduce print forms.

Many of the lessons have been so written as to employ the various marks of punctuation, the forms of the possessive case, and the common contractions. Such lessons are of special value, for it is only through persistent reproduction in written work that the right use of these marks and forms is to be learned.

Diacritical marks have not been employed as a guide to pronunciation, for long and close observation has shown that pupils pay very little attention to such marks, after some knowledge of the form of words has been acquired. Lists of words specially difficult to be pronounced will be found near the conclusion of the second part of this book, with the true pronunciation indicated by diacritical marks. Pupils should be encouraged as early as possible to form the habit of consulting the dictionary. Familiarity with the common systems of marks will prove of great benefit.

The teacher who is in want of supplementary reading-matter can make the lessons of this book serve an admirable purpose in that direction.

As has been previously stated, the pupil who begins this book is supposed to have some knowledge of writing. But in order to aid those towards the use of it who have not yet learned to write, several pages have been inserted by way of introduction, for practice upon single words.

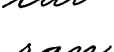
Let the teacher put the pupils directly upon practice with these words, not waiting for preliminary practice upon elements. Children will learn to write much more readily than is often supposed.

These introductory words are arranged in columns according to sound. This is not to help the spelling, but the writing; for it is desirable to change the elements of the words as gradually as possible, that the young writer may not be forced too abruptly upon new elements and forms.

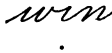
A GRADED SPELLING-BOOK.

INTRODUCTION.

LESSON 1.

rat		men	
cat		pen	
ran		den	
pan		hen	
fan		ten	

LESSON 2.

pin		hot	
win		not	
sin		dot	
tin		cot	
bin		lot	

LESSON 19.

What a raging and dreadful storm! The wind howls through the trees. The house shakes, and the doors and windows rattle.

doors	*doors*	house	*house*
howls	*howls*	through	*through*
storm	*storm*	rag'ing	*rag'ing*
shakes	*shakes*	win'dows	*win'dows*
rat'tle	*rat'tle*	dread'ful	*dread'ful*

LESSON 20.

Rose is a wild, careless girl. She has soiled her frock and stockings, and crushed her hat. No wonder she feels ashamed.

soiled	*soiled*	care'less	*care'less*
frock	*frock*	crushed	*crushed*
feels	*feels*	stock'ings	*stock'ings*
on'der	*won'der*	a shamed'	*a shamed'*

LESSON 21.

If Henry should give you ten apples, and Levi should give you six, how many apples would you have then?

give	*give*	ap'ples	*ap'ples*
six	*six*	Le'vi	*Le'vi*
how	*how*	would	*would*
then	*then*	Hen'ry	*Hen'ry*

LESSON 22.

A ship is sailing before a stiff breeze. It has three tall masts. Around it are great rolling waves. It is a fine sight.

tall	*tall*	sight	*sight*
be fore'	*be fore'*	roll'ing	*rolling*
great	*great*	sail'ing	*sailing*
stiff	*stiff*	breeze	*breeze*
masts	*masts*	a round'	*a round'*

LESSON 23.

Autumn is the season for sports in woods and fields. Winter, clad in frost and snow, chills us with its biting air.

clad	*clad*	sea'son	*sea'son*
woods	*woods*	bit'ing	*bit'ing*
frost	*frost*	au'tumn	*au'tumn*
chills	*chills*	sports	*sports*

LESSON 24.

Two kind girls met a poor man, and gave him their lunch. Their father patted their heads, kissed them, and called them his darling children.

heads	*heads*	dar'ling	*dar'ling*
their	*their*	chil'dren	*chil'dren*
pat'ted	*pat'ted*	fa'ther	*fa'ther*
·lled	*called*	kissed	*kissed*

LESSON 25.

I have a mother, an aunt, and a brother at home. We have breakfast early in the morning, dinner at noon, and supper at evening.

home	*home*	broth'er	*broth'er*
aunt	*aunt*	e'ven ing	*e'vening*
ear'ly	*ear'ly*	morn'ing	*morn'ing*
din'ner	*din'ner*	break'fast	*break'fast*
moth'er	*moth'er*	sup'per	*sup'per*

LESSON 25.

James, you may try your new skates on the pond after school. But be careful not to venture on the thin ice.

James	*James*	vent'ure	*venture*
new	*new*	skates	*skates*
af'ter	*af'ter*	care'ful	*care'ful*
school	*school*	thin	*thin*

LESSON 27.

REVIEW.

leaves	*leaves*	howls	*howls*
aunt	*aunt*	ap'ples	*ap'ples*
their	*their*	e nough'	*enough*
claws	*claws*	through	*through*
board	*board*	dread'ful	*dread'ful*
field	*field*	vent'ure	*venture*
mean	*mean*	skip'ping	*skip'ping*
learn	*learn*	e'ven ing	*e'ven ing*
masts	*masts*	George	*George*
fence	*fence*	sum'mer	*sum'mer*
green	*green*	break'fast	*break'fast*
great	*great*	pleas'ant	*pleas'ant*
breeze	*breeze*	roll'ing	*rolling*
man'y	*many*	glos'sy	*glos'sy*
sea'son	*sea'son*	au'tumn	*au'tumn*
school	*school*	rab'bit	*rabbit*
uld	*should*	scratch	*scratch*

[By this time the pupils will have associated the script forms of the words with the printed forms so familiarly that the script forms can be dispensed with. But the principle is still to be observed that the sentences of the lessons are to be written before the words are studied and spelled.]

LESSON 28.

"The cunning old cat lay down on a mat
By the fire in the oaken hall;
'If the little mice peep, they'll think I'm asleep;'
So she rolled herself up like a ball.

"Nibble, nibble, nibble! went the little mice,
And they licked their little paws;
Then the cunning old cat sprang up from the mat,
And caught them all with her claws."

mice	ball	rolled	went
cun'ning	they'll	her self'	licked
oak'en	a sleep'	nib'ble	think
I'm	paws	sprang	caught

LESSON 29.

Fred found a bird's nest with four eggs in it. The birds flew around his head, making shrill cries, as if trying to tell him not to touch the nest. Fred knew what they meant, and said, "Good-by, little birds; I would not harm you for the world!"

found	eggs	try'ing	said
knew	mak'ing	Fred	good-by'
world	shrill	touch	harm
bird's	cries	meant	flew

LESSON 3.

The boy is a good child. I like to roll my hoop. The wind blows the green leaves round and round.

wind	*wind*	round	*round*
green	*green*	hoop	*hoop*
roll	*roll*	leaves	*leaves*
blows	*blows*	child	*child*

LESSON 4.

The night has gone and the sun shines. Now you must awake from sleep, for you have rested enough.

now	*now*	rest'ed	*rest'ed*
has	*has*	night	*night*
gone	*gone*	a wake'	*a wake'*
must	*must*	e nough'	*e nough'*
have	*have*	shines	*shines*

LESSON 5.

Mary has a tame bird in a cage. It is her pet. It eats from her hand, and sings sweetly for her.

Ma'ry	*Ma'ry*	cage	*cage*
her	*her*	sings	*sings*
bird	*bird*	hand	*hand*
eats	*eats*	sweet'ly	*sweet'ly*
for	*for*	from	*from*

LESSON 6.

That old man is lame and tired. Let us help him on his way. We should be kind to him.

way	*way*	tired	*tired*
him	*him*	that	*that*
old	*old*	help	*help*
kind	*kind*	should	*should*

[In this form of lessons the teacher should require the pupils to make intelligible sentences, each of which shall include one or more of the words of the lesson.]

LESSON 36.

cheap	twine	churn	mid'dle
dream	safe	bench	mar'bles
chalk	string	sleeve	bas'ket
crumb	fall	coax	laugh

LESSON 37.

I see a picture of a quiet lake. Its broad surface is smooth as glass, and birds are skimming over it. Some men, sitting in a boat, are fishing. Near by is a steep and rugged mountain.

qui'et	pict'ure	skim'ming	lake
sur'face	near	broad	boat
smooth	sit'ting	steep	rug'ged
glass	some	fish'ing	moun'tain

LESSON 38.

REVIEW.

rug'ged	cried	sixth
shrill	co'sy	Wednes'day
eggs	purrs	Thurs'day
drow'sy	e lev'en	twi'light
chalk	eight	skim'ming
they'll	twelve	mam ma's'
cun'ning	hearth	bu'reau
mak'ing	pen'cils	pict'ure
lounge	Tues'day	sit'ting

LESSON 39.

There are twelve months in a year. They are January, February, March, April, May, June, July, August, September, October, November, and December. How many good acts one can do in all that time!

months	March	Ju ly′	No vem′ber
year	A′pril	Au′gust	acts
Jan′u a ry	May	Sep tem′ber	time
Feb′ru a ry	June	Oc to′ber	De cem′ber

LESSON 40.

The parts of my body are my head, my neck, my trunk, and my limbs. The parts of my head are my hair, my temples, my face, and my ears. The parts of my face are my forehead, my eyes, my nose, my eyebrows, my lips, my mouth, my chin, my cheeks, and my jaws.

parts	fore′head	nose	jaws
neck	tem′ples	mouth	bod′y
hair	cheeks	lips	trunk
face	eye′brows	chin	limbs

LESSON 41.

Some children were playing on the sea-shore. They gathered smooth pebbles and beautiful shells, and wrote their names in the pure white sand. Then they put together a pile of stones and called it a light-house.

light′-house	gath′ered	to geth′er	sand
were	peb′bles	wrote	raised
play′ing	beau′ti ful	pure	pile
sea′-shore	shells	white	stones

LESSON 42.

Our peacock is proud of his brilliant feathers, and struts about the door-yard for the purpose of displaying them. He lifts them and spreads them out like a fan. But he is a poor silly bird to be so vain of his good looks. Inward truth is better than outward show.

pea'cock	dis play'ing	lifts	truth
struts	vain	them	out'ward
door'-yard	brill'iant	a bout'	proud
pur'pose	poor	in'ward	looks
feath'ers	bet'ter	show	sil'ly

[We here introduce a new form of lesson. Let the pupils fill the blanks in the sentences with the appropriate words from the preceding list. The words will be such as they may be expected to understand.]

LESSON 43.

fin'ish	thrown	rough	oil
wheat	speck	sack	soap
shame	mane	broil	steel
speck'led	hid'den	grass	make

I always write with a —— pen. The —— makes the lamp burn. We had the corn in a ——. The —— was ground into flour. You must —— your work. There was not a —— on his clothes. It is a —— for you to do so You will hurt me if you are so ——. Ann uses —— when she cleans the paint. She was —— down by a horse. The horse had a long —— and tail. The cook must —— the meat. Five —— eggs were —— in the ——. Fine feathers do not —— fine birds.

LESSON 44.

What strange names are given to the noises which different creatures make! Turkeys gobble, ducks quack, dogs bark, growl, yelp, howl, and whine, cats purr and mew, bees buzz, and swallows twitter.

strange	tur'keys	quack	growl
yelp	gob'ble	dif'fer ent	mew
giv'en	ducks	whine	twit'ter
bees	buzz	swal'lows	nois'es

LESSON 45.

Crows caw, doves coo, chickens peep, mules and asses bray, bulls bellow, hens cackle and cluck, horses snort, neigh, and whinny, lambs bleat, crickets chirp, and mice squeak. Mules and asses are often called donkeys.

caw	coo	bray	cluck	whin'ny
doves	don'keys	bulls	peep	snort
lambs	ass'es	cack'le	neigh	mules
of'ten	bleat	crick'ets	chirp	squeak

LESSON 46.

Lions and tigers roar, wolves howl, cocks crow, frogs croak, geese hiss, quails whistle, beetles drone, cows low, swine grunt and squeal, and some flying creatures whir.

lions	geese	frogs	whis'tle	hiss
roar	cocks	croak	bee'tles	low
wolves	crow	quails	drone	whir
swine	grunt	squeal	creat'ures	ti'gers

LESSON 47.

"A baby at auction!
Who wishes to buy?
With small lovely features
And laughing brown eye.

"To those who would purchase
We've only to say,
She'll furnish you music,
By night and by day."

ba'by	love'ly	small	on'ly
auc'tion	feat'ures	pur'chase	she'll
wish'es	laugh'ing	we've	fur'nish
buy	brown	say	mu'sic

LESSON 48.

REVIEW.

Jan'u a ry	sea'-shore	pea'cock
Feb'ru a ry	gath'ered	buzz
Au'gust	beau'ti ful	quack
De cem'ber	peb'bles	swal'lows
fore'head	to geth'er	lambs
eye'brows	auc'tion	neigh
mouth	brill'iant	creat'ures
cheeks	laugh'ing	rough
limbs	she'll	buy
light'-house	brown	wolves
play'ing	pur'chase	buzz
dif'fer ent	squeak	whis'tle

LESSON 49.

Tanners make leather; printers set type; weavers make cloth; millers grind corn; cobblers mend shoes; dyers color cloth; and tailors make coats, vests, and trousers.

tan'ners	weav'ers	cob'blers	col'or
leath'er	mil'lers	shoes	vests
print'ers	grind	dy'ers	trou'sers
type	corn	tail'ors	cloth

LESSON 50.

My grandmother is bent and wrinkled. She seldom walks about, but sits quietly in her rocking-chair and knits. Her hand trembles because she is so old and feeble. She is one of the kindest and dearest women in the world, and has hosts of friends.

grand'moth er	walks	fee'ble	dear'est
bent	rock'ing-chair	be cause'	wom'en
wrink'led	knits	kind'est	friends
sel'dom	trem'bles	hosts	qui'et ly

LESSON 51.

My dog's name is Bose. When I come near him he pricks up his ears, wags his tail, leaps up, and capers round me. We frolic together, and I enjoy his pranks and gambols. He will sit erect on his hind legs, and will carry my pail in his mouth. I would not sell him at any price.

Bose	pricks	frol'ic	pail
gam'bols	wags	pranks	sell
car'ry	ca'pers	e rect'	an'y
dog's	leaps	hind	price

[Young pupils find it difficult to spell the contractions which are in common use. They should be frequently required to practise upon them in written sentences dictated by the teacher.]

LESSON 52.

I'm	is for	I am	He's	is for	He is
I'll	" "	I will	You've	" "	You have
I've	" "	I have	Don't	" "	Do not
You'll	" "	You will	Can't	" "	Can not

LESSON 53.

"The lilacs are in blossom,
The cherry blooms are white!
I hear a sound below me,
A twitter of delight.
It is my friend the swallow,
As sure as I'm alive!
'I'm very glad to see you,
Pray when did you arrive?'"

li'lacs	a live'	be low'	pray
blos'som	ar rive'	de light'	sound
cher'ry	glad	sure	hear

LESSON 54.

A blacksmith works in iron and steel. He uses a hammer, an anvil, a pair of tongs, a vise, and a bellows. A mason works in brick, stone, mortar, and plaster. He uses a trowel, a plumb-line, and a sledge.

black'smith	vise	ma'son	trow'el
i'ron	tongs	mor'tar	plumb'-line
an'vil	bel'lows	plas'ter	sledge

LESSON 55.

cur'tain	bal loon'	weap'on	pow'der
chim'ney	drop'ping	er'rand	sin'ew
teach'er	swooned	teased	e las'tic
catch	spec'ta cles	beak	joy'ful
par'rot	goes	strong	tells

A beast's —— makes a —— cord. India-rubber is very ——. A pistol is a dangerous ——. It is dark, draw the —— down. A man went high up in a ——. The smoke —— up the ——. I hear the rain —— from the eaves. My —— makes me study. The boy was sent on an ——. She —— her mother to let her take a walk. The child was so scared that she ——. The men blasted the rock with ——. We will —— the fox in a trap. My grandmother wears ——, and —— stories. A —— lifts itself up by its hooked ——. It was a —— sight.

LESSON 56.

"Little drops of water,
Little grains of sand,
Make the mighty ocean,
And the pleasant land.

"Little deeds of kindness,
Little words of love,
Make our earth an Eden,
Like the heaven above."

drops	might'y	earth	deeds
wa'ter	o'cean	kind'ness	E'den
grains	land	words	heav'en

LESSON 57.

It is time to set the table for dinner. First the cloth must be brought from the closet and laid. Then we must arrange the goblets, the pitcher, the castor, the salt-cellars, the plates, the spoons, the napkins, and the knives and forks.

ta'ble	ar range'	clos'et	forks
nap'kins	gob'lets	plates	salt'-cel lars
pitch'er	cas'tor	knives	spoons

LESSON 58.

psalms	kneads	grieved	brit'tle
squeeze	sang	sprin'kle	fa tigue'
fowls	guid'ing	soak	lim'ber
hooked	sad'dle	bri'dle	start'ed
bug'gy	buck'led	knocked	dragged

LESSON 59.

REVIEW.

cur'tain	fa tigue'	li'lacs
tan'ners	swooned	sledge
leath'er	wrink'led	guid'ing
type	rock'ing-chair	knocked
weav'ers	er'rand	ham'mer
cob'blers	knives	iron
shoes	drop'ping	trow'el
dy'ers	chim'ney	pitch'er
tail'ors	teach'er	kneads
bal loon'	brit'tle	psalms
trou'sers	weap'on	grieved
grand'moth er	squeeze	soak

LESSON 60.

Our school has had a sleigh-ride. The sleigh was decked with colored robes and drawn by four coal-black horses. We huddled in, shouting joyously, and never was there a merrier company, as we dashed along over the trodden snow.

drawn	sleigh'-ride	joy'ous ly	dashed
decked	coal'-black	shout'ing	com'pa ny
col'ored	hud'dled	mer'ri er	trod'den

LESSON 61.

Every swarm of bees has a queen who does not work, but who is treated with the greatest respect by the rest of the hive. She is larger than the other bees, and lays all the eggs, to the number of thousands.

swarm	great'est	hive	lays
queen	re spect'	larg'er	does
treat'ed	rest	oth'er	thou'sands

LESSON 62.

The conductor of a railroad train is the person who manages the train and collects the fares or tickets, the engineer has charge of the engine, the baggage-master takes care of the trunks, valises, and other baggage, and the brakeman assists the engineer in stopping the cars.

rail'road	man'a ges	en gi neer'	bag'gage-mas'ter
train	col lects'	charge	va lis'es
fares	tick'ets	en'gine	brake'man
con duct'or	per'son	as sists'	stop'ping

LESSON 63.

"Jack Frost is a merry little fellow.
When the wintry blast begins to bellow,
He flies like a bird through the air,
And steals through the cracks everywhere."

bel'low	fel'low	cracks	be gins'
lit'tle	flies	win'try	Jack Frost
mer'ry	steals	blast	ev'er y where

LESSON 64.

What a variety of goods is to be seen on the shelves of a hardware store! There are locks and keys, latches and knobs, screws, hooks, hinges, bolts, nails, brackets, and many other things that are used in building houses.

va ri'e ty	keys	brack'ets	hooks
hard'ware	latch'es	used	bolts
store	knobs	shelves	nails
locks	hing'es	screws	build'ing

LESSON 65.

Philip is just recovering from a severe and lingering illness, and is longing to be running about in the fresh air again. Poor fellow! He has been confined to his room for many tedious weeks, and has suffered greatly. With what a hearty welcome the boys will greet him!

Phil'ip	room	lin'ger ing	con fined'
re cov'er ing	long'ing	se vere'	great'ly
ill'ness	run'ning	suf'fered	te'dious
just	wel'come	greet	heart'y

LESSON 66.

Once I was at a farm-yard, and saw a cottage, a wagon, and a hay-stack. Some geese were swimming on the pond. A handsome young pony was frisking about, and appeared to be skittish. There were plenty of cattle, some standing, some lying down, and some playing with each other.

farm'-yard	swim'ming	stand'ing	plen'ty
cot'tage	cat'tle	hand'some	po'ny
hay'-stack	ly'ing	young	skit'tish
wag'on	frisk'ing	ap peared'	down

LESSON 67.

Gilbert went strolling along the wharves by the harbor, and saw vessels of all kinds. There were steamboats, ships, brigs, barks, yachts, schooners, and sloops; some were ready to put to sea, and some had lately entered port.

Gil'bert	yachts	barks	stroll'ing
wharves	steam'boats	schoon'ers	en'tered
har'bor	ships	sloops	port
ves'sels	brigs	read'y	late'ly

LESSON 68.

Some sailors were high up in the rigging. Gilbert feared they would be dizzy and pitch headlong; but they bounded lightly from rope to rope, and climbed up and hung down, jumping around like so many frisky monkeys. Some of them were singing lively songs.

rig'ging	light'ly	bound'ed	jump'ing
sail'ors	climbed	pitch	live'ly
feared	diz'zy	head'long	frisk'y

LESSON 69.

popped	past'ure	troub'le	o bliged'
preach'er	crack'ing	non'sense	gos'lings
webbed	tents	thaw'ing	bar'racks

The children —— the corn. The squirrels are —— the nuts. Swimming birds have —— feet. The —— stood in the pulpit. Let us walk in the ——. Soldiers live in —— and in ——. The snow is —— fast. Do not talk so much ——. Young geese are called ——. I am sorry to give so much ——. They are —— to go soon.

LESSON 70.

REVIEW.

va ri'e ty	pitch'er	ly'ing
stop'ping	salt'cel lars	steam'boats
queen	hay'-stack	non'sense
swarm	en'tered	ap peared'
treat'ed	thou'sands	skit'tish
re spect'	mer'ry	wharves
popped	ev'er y where	schoon'ers
webbed	run'ning	rig'ging
ves'sels	cot'tage	climbed
yachts	geese	mon'keys
drawn	swim'ming	gos'lings
sleigh'-ride	thaw'ing	o bliged'
mer'ri er	en'gine	bar'racks
does	con duct'or	latch'es
rail'road	joy'ous ly	re cov'er ing
en gi neer'	com'pa ny	ill'ness
va lis'es	trod'den	knobs

LESSON 71.

"The bluebird coming in the spring,
The goldfinch with his yellow wing,
The humming-bird that feeds on pinks
And roses; and the bob-o-links,
The robins gay, the sparrows gray—
They all delight me while they stay."

blue'bird	hum'ming-bird	bob'o links	gay
yel'low	feeds	rob'ins	while
gold'finch	pinks	spar'rows	ros'es

LESSON 72.

Isn't	is for	Is not	They'll	is for	They will
'Tis	" "	It is	Where's	" "	Where is
Weren't	" "	Were not	Where'er	" "	Wherever
Who'd	" "	Who would	What'er	" "	Whatever
Haven't	" "	Have not	Whoe'er	" "	Whoever

LESSON 73.

Railroads extend over our country in every direction. Where a few persons travelled in the old clumsy stage-coach, thousands now travel in convenient rail-cars; and, instead of spending a week in going from New York to Washington, one can easily go in seven hours.

ex tend'	where	rail'-cars	trav'elled
coun'try	clum'sy	stage'-coach	in stead'
con ven'ient	trav'el	New York'	Wash'ing ton
spend'ing	di rec'tion	ea'si ly	hours

LESSON 74.

Eugene is a troublesome boy at school. He whispers in spite of punishments, and plays queer tricks. He whittles his desk with his knife. He tosses his sponge up to the ceiling, and scrawls on the covers of his copy-books.

Eu gene′	tricks	knife	cov′ers
troub′le some	whit′tles	toss′es	scrawls
whis′pers	desk	sponge	cop′y-books
spite	queer	ceil′ing	pun′ish ments

LESSON 75.

Carlo is a little spaniel, with curly hair. His companion, Pompey, is a mastiff, and has straight hair. Once a surly hound caught Carlo, and fastened his teeth in his neck and shook him violently. Pompey hurried to aid his friend. He pounced on the hound and punished him severely for his cruelty.

cur′ly	hound	fast′ened	hur′ried
span′iel	sur′ly	vi′o lent ly	pounced
com pan′ion	mas′tiff	teeth	se vere′ly
straight	Pom′pey	Car′lo	cru′el ty

LESSON 76.

dig′ging	har′row ing	hay′ing	thresh′ing
plough′ing	hoe′ing	mow′ing	chop′ping
sow′ing	rak′ing	reap′ing	team′ing
beat′ing	throw′ing	har′ness ing	load′ing
win′ning	wag′ging	haul′ing	pull′ing

LESSON 77.

Here is a pretty view. On one side are high mountains, and between them is a large valley. In front is a long, level beach. Beyond is the open sea, and vessels are sailing on it. On the opposite side is a huge cliff, against which the waves are dashing.

which	be tween′	large	front
pret′ty	val′ley	lev′el	beach
view	be yond′	sea	op′po site
a gainst′	huge	cliff	dash′ing

LESSON 78.

In some portions of the earth it is quite warm all the year. The fruits there are different from ours. Pineapples, oranges, dates, figs, and bananas come from those regions, and there, too, the sugar-cane grows, from which sugar and molasses are made.

por′tions	fruits	pine′ap ples	dates
quite	those	or′an ges	sug′ar-cane
all	re′gions	figs	grows
ours	too	ba na′nas	mo las′ses

LESSON 79.

Doesn't	is for	Does not		Wouldn't	is for	Would not	
Hasn't	"	"	Has not	They're	"	"	They are
We've	"	"	We have	That's	"	"	That is
We'd	"	"	We had	'Twas	"	"	It was
He'll	"	"	He will	We'll	"	"	We will
She'll	"	"	She will	She's	"	"	She is

LESSON 80.

Wednesday, April 7, 1880.

Dear Aunt Susan:

To-morrow is my twelfth birthday. I am to have a party in the lattice arbor. Some of my playmates are coming. I study hard at school now, and am learning fast. My teacher often praises me.

Your loving niece,
Lucy.

Su'san	birth'day	com'ing	stud'y
twelfth	par'ty	niece	prais'es
lov'ing	ar'bor	learn'ing	Lu'cy
play'mates	lat'tice	your	to-mor'row

LESSON 81.

Yesterday I saw a chromo that I liked very much. There was Santa Claus in a sleigh, drawn by six reindeer. The reindeer had branching horns, and were galloping along at a rapid rate. Santa Claus was loaded down with elegant Christmas presents for the young folks.

yes'ter day	sleigh	gal'lop ing	Christ'mas
San'ta Claus	branch'ing	rap'id	pres'ents
chro'mo	rein'deer	rate	folks
a long'	horns	load'ed	el'e gant

LESSON 82.

cro quet'	some'thing	free'ly	en'tered
bun'dle	stunned	mois'ten	scowl
rail'way	com plete'	dea'con	hoist
hue	wreck	greas'y	lect'ure
dunce	tar'get	strain'ing	paint

LESSON 83.

The squirrel is one of the most graceful of animals. He is frequently seen sitting upright on the branch of a tree, with his bushy tail curled up over his back, and nibbling a nut that he skilfully holds in his fore paws.

grace'ful	up'right	curled	nib'bling
most	an'i mals	nut	skil'ful ly
seen	bush'y	holds	fore
fre'quent ly	back	squir'rel	branch

LESSON 84.

The chipmonk is the only one of the squirrel family that burrows in the ground. He chooses a sheltered place, under a stone wall or clump of shrubs, and digs a hole straight into the earth for some distance, then sidewise into little apartments, where he can store his winter's stock of nuts.

chip'monk	choos'es	clump	a part'ments
fam'i ly	shel'tered	shrubs	dis'tance
bur'rows	place	win'ter's	hole
stock	wall	side'wise	in'to

LESSON 85.

A carpenter uses timber, joists, boards, and shingles in his work. Some of his tools are hammers, planes, saws, chisels, hatchets, gouges, augers, and gimlets. He makes houses, shops, stores, mills, factories, and other buildings.

car'pen ter	ham'mers	goug'es	uses
tools	planes	gim'lets	mills
shops	chis'els	hatch'ets	fac'to ries
tim'ber	joists	au'gers	shin'gles

LESSON 86.

perch	hub	spokes	col'lar
bar'gain	sift'ed	bar'rel	luck'y
thief	torn	soil	es cape'
edge'-tools	cau'tious	in'jure	them selves'

Do not —— your clothes. The police caught the ——. She bought the goods at a great ——. A wheel has a —— and ——. Frank has —— the —— of this coat. The man —— the ashes into a ——. The bird is on his ——. You were in danger, and had a —— ——. Those who use —— should be —— or they will —— ——.

LESSON 87.

REVIEW.

fruits	whit'tles	fac'to ries
span'iel	queer	Christ'mas
a gainst'	ceil'ing	gal'lop ing
mo las'ses	knife	sleigh
spar'rows	scrawls	rein'deer
pret'ty	dig'ging	skil'ful ly
twelfth	hoe'ing	com'ing
yel'low	chop'ping	joists
in stead'	hur'ried	au'gers
ea'si ly	plough'ing	goug'es
troub'le some	thresh'ing	cro quet'
whis'tles	op'po site	bar'gain
straight	val'ley	hoist
coun'try	ba na'nas	thief
trav'elled	or'an ges	bar'rel
sponge	lat'tice	prais'es
cliff	cau'tious	hatch'ets

LESSON 88.

An oriole built a curious nest in our grove. It was made of cord, and thread, and grasses, and fibres of the children's swing. These were all woven and braided together as neatly as if done by a trained mechanic.

o'ri ole	cord	fi'bres	wo'ven
built	grass'es	swing	neat'ly
cu'ri ous	me chan'ic	done	trained
grove	thread	chil'dren's	braid'ed

LESSON 89.

"'Keep to the right,' as the law directs,
For such is the rule of the road;
Keep to the right, whoever expects
Securely to carry life's load.

"Keep to the right, within and without,
With stranger and kindred and friend;
Keep to the right, and you need have no doubt
That all will be well in the end."

right	who ev'er	with in'	road
di rects'	ex pects'	with out'	law
rule	se cure'ly	stran'ger	kin'dred
life's	load	doubt	need

LESSON 90.

tramp	harsh	boy'ish	scram'ble
marsh	wreath	ty'rant	mer'ri est
fraud	horse'back	ab surd'	bat'ter
smear	bul'let	dis mount'	an'gler
bis'cuits	hap'pi er	bub'bling	swift'ly
track	stream	ice'-cream	se lect'ed

LESSON 91.

"Charles, what is that horrid thing in the cornfield?" asked Luther, who had always lived in the city, and had rarely or never been in the country. "How it dangles its arms, and what sprawling legs it has!"

hor'rid	thing	corn'field	asked
lived	who	cit'y	rare'ly
dan'gles	arms	sprawl'ing	Lu'ther
nev'er	al'ways	Charles	legs

LESSON 92.

"Pshaw!" replied Charles, "don't you know a scarecrow? It is only a pole with strips of tattered cloth, a battered hat, and a pair of worn-out boots tacked on it. It is to cheat and frighten the crows that come to pull up and destroy the corn.

pshaw	pole	bat'tered	scare'crow
don't	tat'tered	cheat	tacked
know	strips	fright'en	re plied'
pull	de stroy'	boots	worn'-out

LESSON 93.

Horace is a wretched scholar. His writing is awkward, his painting is a daub, in reading he drawls, in spelling he blunders, and he makes mistakes when he recites his language lessons. But he never gets angry when he is corrected.

Hor'ace	paint'ing	drawls	re cites'
awk'ward	daub	spell'ing	lan'guage
schol'ar	an'gry	blun'ders	les'sons
writ'ing	wretch'ed	mis takes'	cor rect'ed

LESSON 94.

A ship is steered with a rudder, and its anchor is raised by means of a windlass. Its compass is kept in a box called a binnacle, and the load it carries is its cargo. The cabin is the officers' room, the forecastle is the sailors' room.

an'chor	car'ries	com'pass	cab'in
steered	means	bin'na cle	fore'cas tle
wind'lass	rud'der	car'go	raised
kept	of'fi cers'	sail'ors'	box

LESSON 95.

It is no easy task to make a bed that will look neat and comfortable. First the mattress must be turned over; then the bolster, the sheets, the blankets, and the coverlet must be put on, one by one; then the clothes must be tucked in evenly and smoothly, and the pillows put in their places.

turned	sheets	cov'er let	clothes
mat'tress	bol'ster	pil'lows	smooth'ly
bed	blank'ets	tucked	task
put	ea'sy	e'ven ly	neat

LESSON 96.

William and his schoolmates went to a picnic. After rambling through the woods, they amused themselves in the meadow until nightfall. Then they returned home, singing and dancing merrily, by the light of the moon. It was a charming day, and no accident happened.

Will'iam	mead'ow	sing'ing	moon
pic'nic	hap'pened	danc'ing	charm'ing
ram'bling	un til'	mer'ri ly	ac'ci dent
a mused'	night'fall	re turned'	school'mates

LESSON 97.

In my work-basket I have a thimble, a pair of scissors, two spools of cotton, a piece of tape, a bodkin, a needle-book, and a pin-cushion. I can hem, stitch, darn, make button-holes, do fancy-work, and other kinds of sewing.

work'-bas ket	hem	nee'dle-book	darn
scis'sors	piece	pin'-cush ion	but'ton-holes
spools	bod'kin	stitch	fan'cy-work
cot'ton	tape	thim'ble	sew'ing

LESSON 98.

In our garden are peach-trees, quince-trees, plum-trees, and pear-trees. They are dwarf trees, and I can pick the fruit off the branches with the greatest ease. There are blackberry, raspberry, and currant bushes, and strawberry vines, round the borders.

ease	plum'-trees	bor'ders	pick
gar'den	pear'-trees	straw'ber ry	branch'es
peach'-trees	black'ber ry	vines	dwarf
cur'rant	rasp'ber ry	quince'-trees	bush'es

LESSON 99.

Bertha came in dragging the nurse's faded gingham umbrella. "It's exactly what we wanted to make a shelter of," she exclaimed, as she spread it open. "Oh, how delightful!" said Grace, as she stooped and crept beneath it.

Ber'tha	ex claimed'	ex act'ly	crept
drag'ging	fa'ded	shel'ter	stooped
nurse's	ging'ham	spread	de light'ful
um brel'la	want'ed	be neath'	Grace

LESSON 100.

roam'ing	rov'ing	dress'es	silk
con ceit'ed	jol'ly	haugh'ty	fig'ure
scam'pered	yelped	ter'ror	jokes
tre men'dous	or'chard	whole	last

They spent the —— day in —— through the woods. This country was once inhabited by —— tribes of savages. The queen —— in —— and velvet. She has a beautiful face and ——, but is —— and ——. The —— huntsmen cracked their ——. The hounds —— and —— away in great ——. The —— thunder-storm of —— summer destroyed nearly all the trees in our ——.

LESSON 101.

REVIEW.

me chan'ic	whole	jol'ly
braid'ed	wretch'ed	mat'tress
fi'bres	ex act'ly	pic'nic
chil'dren's	quince	hap'pened
smear	lan'guage	danc'ing
wreath	steered	ac'ci dent
ty'rant	cov'er let	scis'sors
an'gler	sprawl'ing	piecè
an'chor	pshaw	sew'ing
car'ries	cheat	rasp'ber ry
com'pass	wind'lass	drag'ging
stitch	um brel'la	schol'ar
built	al'ways	writ'ing
road	know	haugh'ty
doubt	fright'en	awk'ward
mer'ri est	re plied'	rov'ing

LESSON 102.

Thursday, Dec. 30, 1880.

Dear Edwin:

Vacation will begin the day after to-morrow. Good-by to school for a fortnight. Father has promised to let me make you a good long visit. I hope the weather will be cold, so that we may have good skating and coasting. Did you have any holiday gifts? I had a morocco purse, a sled, and a silver dollar.

Your loving cousin,
Henry.

Ed'win	fort'night	dol'lar	sled
hol'i day	coast'ing	gifts	weath'er
va ca'tion	vis'it	skat'ing	cous'in
prom'ised	sil'ver	purse	mo roc'co

LESSON 103.

"'It snows!' cries the schoolboy, 'Hurrah!' and his shout
Is ringing through parlor and hall,
While swift as the wing of a swallow, he's out,
And his playmates have answered his call.
It makes the heart leap but to witness their joy;
Proud wealth has no pleasures, I trow,
Like the rapture that throbs in the pulse of the boy,
As he gathers his treasures of snow."

hur rah'	an'swered	pleas'ures	pulse
ring'ing	wit'ness	rapt'ure	gath'ers
par'lor	wealth	throbs	treas'ures
trow	school'boy	wing	swift

LESSON 104.

There are sixty minutes in an hour; three feet in a yard; four gills in a pint; two pints in a quart; four quarts in a gallon; four pecks in a bushel; sixteen ounces in a pound; twenty hundred pounds in a ton; ten cents in a dime.

six'ty	pint	bush'el	pound
dime	quart	feet	twen'ty
gills	gal'lon	ounc'es	hun'dred
cents	pecks	ton	min'utes

LESSON 105.

See that spider in the centre of the web he has spun. He is watching for his prey. His legs are jointed like a crab's, with claws at the ends. He is artful and greedy, and lives on flies, moths, and other insects that get tangled in the web.

spi'der	spun	crab's	lives
watch'ing	prey	ends	flies
cen'tre	joint'ed	art'ful	moths
web	tan'gled	greed'y	in'sects

LESSON 106.

There are many kinds of musical instruments. Those most used are the trumpet, the bugle, the cornet, the violin, the flute, the fife, the piano, and the organ. Sometimes they breathe out low and soothing notes; at other times they give forth loud, cheering, and stirring strains.

trum'pet	flute	or'gan	notes
bu'gle	fife	forth	loud
vi o lin'	cor'net	sooth'ing	stir'ring
breathe	pi a'no	cheer'ing	strains

LESSON 107.

The following fable teaches us that *it is not wise to judge a man by the coat he wears.*

"An ass, finding by chance the skin of a lion, put it on, and, starting off into the pastures, frightened the flocks and herds terribly by his savage appearance."

find'ing	wise	fright'ened	put
fa'ble	start'ing	ter'ri bly	herds
chance	past'ures	ap pear'ance	sav'age
skin	judge	fol'low ing	teach'es

LESSON 108.

"At last, meeting his owner, he would have made him afraid also; but the good man, seeing his long ears stick out beneath the robe, and hearing his voice, instantly knew and stopped him, and with a stout cudgel made him feel that, although he was dressed in a lion's skin, he was really no more than an ass."

meet'ing	own'er	a fraid'	see'ing
stick	robe	in'stant ly	stopped
cud'gel	al though'	dressed	re'al ly
stout	hear'ing	voice	li'on's

LESSON 109.

Ju'lia	Ag'nes	Wal'ter	Fran'cis
Phe'be	Em'ma	Al'bert	Da'vid
Sa'rah	An'na	Ar'thur	Mar'tin
El'len	Ma'bel	John	Thom'as
Har'ri et	Lau'ra	Cy'rus	Dan'i el

LESSON 110.

"A little boy, who had been stung with a nettle, ran to his mother crying and sobbing bitterly, and saying that he had only just touched it. 'It was your only just touching it that has caused the pain,' replied his mother; 'had you grasped it firmly, it would not have hurt you.' This fable teaches that *we should be bold in facing danger*."

stung	bit'ter ly	touch'ing	say'ing
net'tle	touched	grasped	bold
cry'ing	caused	firm'ly	fac'ing
sob'bing	pain	hurt	dan'ger

LESSON 111.

gay'ly	mel'ons	loud'ly	wav'ing
ra'zors	bath'ing	wrap'ping	whit'er
fast'en ings	fun'ny	leap'ing	clasp
scene	frol'ick ing	flash'ing	shout'ed
hunt'ed	beg'gar	coil	glance
wed'ding	knock	yawn	blind'ing

LESSON 112.

fur'nished	com'mon	ar'ti cles	hoods
ex pen'sive	cloaks	o'ver shoes	rogu'ish
taste'ful	moan'ing	mis'chief	ob tained'
coun'tries	rogue	ker'o sene	weep'ing

The house is —— in the most —— and —— manner. In very cold —— the —— —— of dress, such as ——, caps, ——, coats, and ——, are made of fur. A —— is fond of —— and plays —— tricks. —— is a kind of oil, and is —— from coal. The poor child was —— and ——.

LESSON 113.

Grocers sell flour, sugar, salt, butter, cheese, coffee, chocolate, syrups, spices, vinegar, pickles, jellies, tea, dried fruits, canned fruits, and many other things.

gro'cers	but'ter	vin'e gar	dried
flour	cof'fee	pick'les	canned
su'gar	syr'ups	jel'lies	salt
choc'o late	spi'ces	tea	cheese

LESSON 114.

REVIEW.

hol'i day	scene	coast'ing
dol'lar	fort'night	weath'er
cous'in	skat'ing	hur rah'
pleas'ures	mo roc'co	wealth
ounc'es	an'swered	treas'ures
watch'ing	quart	gal'lon
vi o lin'	min'utes	bush'el
strains	cen'tre	stir'ring
sav'age	pi a'no	ter'ri bly
cud'gel	sooth'ing	own'er
al though'	teach'es	stopped
re'al ly	a fraid'	Dan'i el
wrap'ping	Har'ri et	bath'ing
sob'bing	fac'ing	choc'o late
cry'ing	jel'lies	pick'les
touch'ing	cheese	mis'chief
su'gar	dried	rogu'ish
cof'fee	canned	cloaks
syr'ups	vin'e gar	o'ver shoes

LESSON 115.

The silk-worm, which is a kind of caterpillar, belongs to the insect tribe, and feeds upon the leaves of the mulberry. It spins the threads of silk in the form of cocoons. Of these threads many of the fabrics used for clothing are made. Even the beautiful and costly silk dresses worn by ladies are the product of a mere insect, an ugly worm.

silk'-worm	tribe	co coons'	mere
cat'er pil lar	up on'	fab'rics	la'dies
be longs'	mul'ber ry	cloth'ing	prod'uct
e'ven	spins	cost'ly	ug'ly

LESSON 116.

In a fish-market near the sea-coast we may find halibut, cod, haddock, mackerel, eels, shad, trout, pickerel, perch, smelts, salmon, bass, herring, lobsters, oysters, and clams.

hal'i but	eels	smelts	oys'ters
had'dock	shad	salm'on	her'ring
lob'sters	trout	clams	fish'-mar ket
mack'er el	pick'er el	bass	sea'-coast

LESSON 117.

Aren't	is for	Are not	'Twill	is for	It will
We're	" "	We are	Won't	" "	Will not
Haven't	" "	Have not	It's	" "	It is
Didn't	" "	Did not	There's	" "	There is

Ain't is an improper contraction of *am not* or *are not.* One should not say "*I ain't,*" but "*I'm not;*" not "*they ain't,*" but "*they aren't.*" *Won't* is strictly a contraction of *would not,* but is commonly used for *will not.*

LESSON 118.

"The snow had begun in the gloaming,
And busily all the night
Had been heaping field and highway
With a silence deep and white.

"Every pine and fir and hemlock
Wore ermine too dear for an earl;
And the poorest twig on the elm-tree
Was ridged inch-deep with pearl."

high'way	be gun'	si'lence	er'mine
hem'lock	gloam'ing	ridged	earl
pearl	bus'i ly	wore	twig
poor'est	heap'ing	fir	elm'-tree

LESSON 119.

The meats most used for food are beef, veal, mutton, pork, and lamb. The most common vegetables are the potato, turnip, squash, onion, parsnip, carrot, cabbage, pea, and bean.

meats	mut'ton	veg'e ta bles	on'ion
beef	lamb	po ta'to	pars'nip
veal	pea	tur'nip	car'rot
pork	bean	squash	cab'bage

LESSON 120.

Re bec'ca	Fan'ny	Ab'ner	Ste'phen
Maud	Hel'en	I'saac	Sam'u el
Ann	Lil'ly	Ja'cob	A'bram
Mar'ga ret	E'va	Ralph	Aa'ron

LESSON 121.

Once I saw a frightful tempest. The branches of the trees were twisted off and tossed about. Clouds of dust were driven before the furious wind, and the leaves were blown hither and thither. Hail and sleet beat against the windows, and the air was keen and piercing.

fright'ful	clouds	fu'ri ous	hail
tem'pest	dust	blown	beat
twist'ed	driv'en	hith'er	keen
tossed	sleet	thith'er	pierc'ing

LESSON 122.

pul'let	clink'ers	freight	post'man
fa'mous	es tate'	stee'ple	let'ter
par'a sol	for'est	brought	street
clogged	filled	whirl'wind	jos'tle

A young hen is called a ——. Napoleon was a —— general. The girl will shade her face with a ——. The grate is —— with ——. My uncle's —— includes a large ——. The cars were —— with ——. The —— of the church was blown down by the ——. The —— has just —— you a ——. The people —— one another in the crowded ——.

LESSON 123.

brief	odd	ma chine'	trim'mings
scare	thanked	proof	sheath
bear	buf'fa lo	o bey'	wild'ly
muff	tone	pol'ished	flex'i ble
boil'ing	bag'gage	hop'ping	husked
mes'sage	tears	cru'el	neigh'bor

LESSON 124.

"A porcupine, wanting to shelter himself, begged of some snakes to admit him into their cave. This they agreed to do; but they were so annoyed by his prickly quills, that they soon began to regret what they had done, and desired him to leave their cave. 'Let those go away who do not like the place,' said the porcupine; 'for my part, I am well satisfied.' This fable teaches that *we should be cautious in the choice of friends.*"

por'cu pine	quills	an noyed'	be gan'
want'ing	ad mit'	prick'ly	re gret'
begged	cave	de sired'	choice
snakes	a greed'	leave	sat'is fied

LESSON 125.

REVIEW.

co coons'	cat'er pil lar	fab'rics
cloth'ing	mul'ber ry	la'dies
hal'i but	had'dock	mack'er el
sal'mon	pick'er el	freight
blown	oys'ters	bus'i ly
sea'-coast	pearl	po ta'to
fright'ful	ridged	on'ion
veal	cab'bage	squash
Maud	Hel'en	I'saac
tossed	sleet	pierc'ing
ma chine'	brief	buf'fa lo
leave	begged	sat'is fied
o bey'	muff	a greed'
quills	neigh'bor	an noyed'

LESSON 126.

"Doing mean, dishonest deeds
Ever leads to sorrow;
Short the pleasure won to-day,
Dark disgrace to-morrow.

"Doubt not, doubt not, little sins
Are but the beginning;
Darker deeds do follow fast,
Deeper sorrow bringing."

do'ing	dark'er	won	dis grace'
dis hon'est	leads	fast	deep'er
fol'low	short	doubt	be gin'ning
sor'row	sins	to-day'	bring'ing

[The teacher should dictate the singular forms of these words, and require their plurals to be written by the pupils.]

LESSON 127.

goose, geese	foot, feet	ba'by, ba'bies
mouse, mice	child, chil'dren	leaf, leaves
man, men	wom'an, wom'en	la'dy, la'dies
ox, oxen	knife, knives	par'ty, par'ties
shelf, shelves	tooth, teeth	wharf, wharves

LESSON 128.

crowd'ed	bowl	leaped	splin'ters
sig'nal	group	e rase'	crack'ling
rub'bish	hun'gry	rocked	chest'nuts
quan'ti ty	a rouse'	cra'dle	waste'ful
brute	frail	bless'ing	grudge
ob served'	sport'ed	dis o bey'	clefts

LESSON 129.

"After a very stormy night, a father and his son went out to see what damage had been done by the storm. The son said, 'Look, father! there is the strong oak lying yonder on the ground, while the slender willow stands as upright as ever.' 'My son,' answered the father, 'the oak was destroyed because it fought against the storm; while the willow, by yielding to the gale, avoided its fury, and still lives.' This fable teaches that *it is better to bend than to break.*"

storm'y	bend	stands	gale
dam'age	yon'der	de stroyed'	a void'ed
strong	slen'der	fought	fu'ry
oak	wil'low	yield'ing	break

LESSON 130.

I once saw an engraving that I greatly admired. On one side was a precipice, down which a noisy cataract was plunging. The light foam was curling and whirling up like so much smoke. On the other side was a cliff extending far into a yawning gulf, and on the highest point of the cliff was a light-house.

ad mired'	curl'ing	high'est	light
prec'i pice	whirl'ing	gulf	far
cat'a ract	smoke	yawn'ing	nois'y
plung'ing	ex tend'ing	en grav'ing	point

LESSON 131.

Al'vin	Her'bert	Lew'is	Luke
Mark	Josh'u a	Mat'thew	Mo'ses
Al'ice	Al mi'ra	A'my	A man'da
Bridg'et	Char'lotte	Clar'a	Co'ra

LESSON 132.

"Ever in motion,
Blithesome and cheery,
Still climbing heavenward,
Never aweary;

"Glorious fountain!
Let my heart be
Fresh, changeful, constant,
Upward like thee!"

ev'er	foun'tain	glo'ri ous	up'ward
thee	still	change'ful	mo'tion
fresh	heart	con'stant	blithe'some
cheer'y	climb'ing	heav'en ward	a wea'ry

LESSON 133.

"As a vine was bending with the weight of ripe grapes, a goat came and gnawed the bark, and browsed upon the tender leaves. The vine reproved the goat for his rude conduct, but he paid no attention to the complaint. 'I will have my revenge,' said the vine, 'for in a few days you will be brought as a sacrifice to the altar, and then the juice of my grapes shall be sprinkled on your forehead.'"

bend'ing	goat	sprin'kled	at ten'tion
weight	came	re proved'	com plaint'
ripe	gnawed	juice	re venge'
grapes	browsed	con'duct	sac'ri fice
al'tar	ten'der	paid	rude

LESSON 134.

mo'ment	no'ble	will'ing	anx'ious
driv'er	spir'it	hav'ing	pret'ti est
in firm'	re ly'	gal'lop	fin'gers
se'cret	coarse	pat'ting	gold'en

LESSON 135.

shin'ing	en'e my	plun'der	ap pear'
troops	es caped'	thun'ders	parched
guid'ed	brace'lets	light'ens	few
stripped	hur'ry	rain	rel'ish

The moon is —— on the water. The —— were —— by a friendly Indian. Not one of the —— ——. Having —— the —— from their arms, they —— away with the ——. It —— and ——, and the —— begins to fall upon the —— ground. When the sun has set the stars ——. There are —— articles of food that I do not ——.

LESSON 136.

REVIEW.

dis hon'est	leaped	troops
waste'ful	yawn'ing	weight
yield'ing	coarse	juice
prec'i pice	es caped'	paid
cat'a ract	brace'lets	be gin'ning
plung'ing	light'ens	chest'nuts
climb'ing	gnawed	dam'age
shin'ing	com plaint'	high'est
guid'ed	leads	nois'y
stripped	won	mo'tion
en'e my	pret'ti est	ap pear'
browsed	bowl	parched
fol'low	group	grudge
sor'row	fought	hav'ing
crowd'ed	break	bless'ing
ıb'bish	heart	al'tar

LESSON 137.

"Merry it is in this sunny bright weather,
Thus knitting and chatting and laughing away,
While sweet overhead sing the blackbirds and thrushes,
Bidding farewell to the warm, merry day.

"Merry it is as the needles fly sparkling,
To laugh and to chatter beneath the green trees,
Forming bright plans for the morn and the morrow,
While to-day's task is finished in comfort and ease."

sun'ny	chat'ting	o ver head'	nee'dles
thus	sweet	black'birds	chat'ter
knit'ting	morn	thrush'es	to-day's'
plans	fin'ished	bid'ding	com'fort
spark'ling	fare well'	mor'row	form'ing

LESSON 138.

ex cept'	rum'bling	faint	stag'gered
car'riage	smoth'ered	blood	con soled'
drunk'en	o ver come'	grief	seine
flut'tered	de spise'	puz'zled	catch'ing

They heard no noise —— that of the —— as it went —— along the street. The people were nearly —— by the smoke. Some were —— from the loss of ——, and —— like —— men. The mother was —— with ——, but kind words —— her. The bird —— its wings. Do not —— the poor. I am —— to know which is right. A —— is a net used in —— fish.

LESSON 139.

"Misfortunes sometimes happen to flower-gardens. The best seeds, the utmost care, the greatest diligence, will not always bring perfect success. The little dog scratches up one young plant to bury his dinner bone, and pussy breaks down another in springing after some flying grasshopper."

bur'y	mis fort'unes	suc cess'	an oth'er
some	best	scratch'es	bring
care	ut'most	plant	grass'hop per
dil'i gence	per'fect	bone	spring'ing

LESSON 140.

"So it is well to have that little herb of patience growing in a nook of every garden, and to pluck one or two of its small, sweet leaves whenever some of the rarest plants wither and die, or some favorite plant is missing."

pa'tience	rar'est	when ev'er	sweet
herb	pluck	fa'vor ite	with'er
grow'ing	nook	miss'ing	die

[In this form of lessons, the teacher should dictate the words and require the abbreviations to be given by the pupils.]

LESSON 141.

Jan. Jan'u a ry	Apr. A'pril	Oct. Oc to'ber
Feb. Feb'ru a ry	Aug. Au'gust	Nov. No vem'ber
Mar. March	Sept. Sep tem'ber	Dec. De cem'ber
Mon. Mon'day	Thur. Thurs'day	Sun. Sun'day
Tu. Tues'day	Frid. Fri'day	Mr. Mis'ter
Wed. Wednes'day	Sat. Sat'ur day	Mrs. Mis'tress

LESSON 142.

"A swallow, observing a farmer sowing his field with flax, called together all the birds she could find, and requested them to assemble early in the morning and aid her in picking up the seed and destroying it. She informed them that flax was the material of which nets were made, and that if they allowed it to spring up many of them would surely be taken by its means. She warned them that they would then be prisoners forever, and could no longer hope to enjoy the green fields and hedges."

ob serv'ing	aid	in formed'	al lowed'
farm'er	pick'ing	ma te'ri al	sure'ly
flax	as sem'ble	nets	tak'en
re quest'ed	de stroy'ing	made	lon'ger
warned	pris'on ers	for ev'er	hedg'es

LESSON 143.

"But the other birds, either not believing her words, or being too indolent to follow her advice, did not regard the swallow's warning, and the flax sprang up and appeared above the ground. Once more did the swallow urge upon the birds the necessity of plucking up the flax before it grew stronger; but again were her warnings neglected. At length the flax grew up into a high stalk; and again did the swallow desire them to attack it, as it was not yet too late."

swal'low's	urge	strong'er	de sire'
warn'ing	ne ces'si ty	neg lect'ed	at tack'
re gard'	pluck'ing	length	late
in'do lent	grew	stalk	yet
ei'ther	be liev'ing	heed	ad vice'

LESSON 144.

"But the birds laughed at her fears, and called her a foolish prophet. The swallow, finding that her efforts were useless, resolved to depart from the society of such thoughtless, heedless creatures. So she forsook the woods and the company of the birds, and has ever since had her abode among the dwellings of men."

laughed	re solved'	use'less	dwell'ings
fears	so ci'e ty	for sook'	a bode'
fool'ish	such	since	ef'forts
proph'et	thought'less	de part'	heed'less

LESSON 145.

REVIEW.

sun'ny	bur'y	length
o ver head'	grass'hop per	pluck'ing
flut'tered	rar'est	thought'less
blood	die	ef'forts
catch'ing	tak'en	sweet
scratch'es	ei'ther	nee'dles
hedg'es	be liev'ing	car'riage
Tues'day	proph'et	grief
al lowed'	chat'ting	seine
ap peared'	bid'ding	suc cess'
Wednes'day	com'fort	herb
laughed	faint	miss'ing
knit'ting	stag'gered	swal'low's
to-day's'	dil'i gence	ne ces'si ty
smoth'ered	pa'tience	stalk
puz'zled	fa'vor ite	dwell'ings

LESSON 146.

"A dispute once arose between the wind and the sun as to which of them was the more powerful, and they decided to test their strength upon a traveller, trying which should be the first to get his cloak off. The wind blew with all his might a cold, biting blast, and at the same time there was a sharp, driving shower, but the more fiercely he blew, the more tightly did the man clasp his cloak around him."

dis pute′	test	trav′el ler	strength
a rose′	pow′er ful	off	fierce′ly
was	clasp	blew	might
tight′ly	show′er	de cid′ed	driv′ing

LESSON 147.

"Then the sun beamed out, dispersing the rain-clouds and shining with sultry rays. His warmth speedily drove off the effects of the wind; and as he shone more and more warmly, the traveller, overcome with heat, took off his cloak, and hung it upon his arm. This fable teaches that *mild measures are better than force.*"

beamed	sul′try	ef fects′	heat
dis pers′ing	rays	shone	took
rain′-clouds	warmth	warm′ly	hung
force	drove	speed′i ly	meas′ures

LESSON 148.

Am′brose	Jane	Ruth	Cal′vin
Na′than	Is′a bel	Ra′chel	Ed′ward
E li′as	Ger′trude	Nan′cy	Den′nis
Seth	Em′i ly	Mar′tha	Er′nest

LESSON 149.

"A friendly voice was the old, old clock,
As it stood in the corner smiling;
And blessed the time with a merry chime,
The wintry hours beguiling;
But a cross old voice was that tiresome clock,
As it called at daybreak boldly,
When the dawn looked gray o'er the misty way,
And the early air blew coldly."

stood	smil'ing	be guil'ing	day'break
o'er	blessed	cross	bold'ly
cold'ly	chime	tire'some	dawn
hours	mist'y	friend'ly	looked

LESSON 150.

The oak, the pine, the maple, the hemlock, the elm, the spruce, the chestnut, the birch, and the walnut are kinds of trees. Wheat, rye, barley, oats, and maize are kinds of grain. Lettuce, spinach, celery, parsley, rhubarb, and asparagus are used for food.

pine	elm	rye	maize
ma'ple	spruce	bar'ley	let'tuce
pars'ley	wal'nut	oats	spin'ach
birch	rhu'barb	as par'a gus	cel'e ry

LESSON 151.

con cealed'	swol'len	poured	but'ter-fly
suck'ing	planks	fresh'et	pa pa'
crim'son	lodged	tor'rents	jui'cy
de prive'	stretched	harm'less	fac'to ry

LESSON 152.

"*All is not gold that glitters.*" This is one of the wise sayings termed maxims, which are often heard. It means that just as there are substances that glisten like gold, but are only worthless tinsel, so there are human pursuits which promise the highest enjoyment only to deceive.

glit'ters	termed	glis'ten	prom'ise
gold	max'ims	tin'sel	high'est
worth'less	heard	hu'man	en joy'ment
say'ings	sub'stan ces	pur'suits	de ceive'

LESSON 153.

"*Honesty is the best policy.*" This means that we should be honest, not only because it is right, but also because honest persons are generally believed and trusted, and are likely to prosper. The schemes of the crafty and deceitful are seldom successful.

hon'es ty	pol'i cy	hon'est	gen'er al ly
be lieved'	like'ly	suc cess'ful	de ceit'ful
trust'ed	pros'per	schemes	craft'y

LESSON 154.

A caravan passed through the principal streets of the city at midday. The animals were confined in cages. There were an elephant, a camel, a panther, a giraffe, a walrus, a leopard, a jackal, a hyena, a zebra, a kangaroo, and a gorilla.

car a van'	mid'day	el'e phant	leop'ard
passed	con fined'	cam'el	jack'al
prin'ci pal	wal'rus	pan'ther	hy e'na
gi raffe'	go ril'la	kan ga roo'	ze'bra

LESSON 155.

"Roses always roses are;
What with roses can compare?
Search the garden, search the bower,
Try the charms of every flower,
Try them by their beauteous bloom,
Try them by their sweet perfume,
Try them by whatever token,
Still the same response is spoken;
Nature crowns the roses' stem
With her choicest diadem."

com pare'	search	bow'er	beau'te ous
per'fume	what ev'er	to'ken	same
re sponse'	spok'en	nat'ure	crowns
ro'ses'	stem	choic'est	di'a dem

LESSON 156.

heif'er	bread	well'-sweep	milk
loaf	a larm'	buck'et	low'er
fire	o'clock'	tusks	draw'ing
ac'id	lem'on	i'vo ry	raise
toss'ing	sailed	surf	bathed

A young cow is called a ——. Half a —— is better than no ——. There was an —— of —— at ten —— last night. The —— is an —— fruit. A —— is used to —— and —— the —— in —— water from a well. Butter and cheese are made from ——. The elephant has a trunk and two ivory ——. The —— of these tusks is highly valued. They —— awhile over the —— waves, and then —— in the swelling ——.

LESSON 157.

"Palaces are dreary domes,
Fair domains but deserts wild,
If there be not happy homes,
Gentle thoughts and manners mild.

"Trust me, though his lot be small,
And he make but slight pretence,
He who lives at peace with all,
Dwells in true magnificence."

drear'y	domes	do mains'	des'erts
gen'tle	thoughts	man'ners	mild
trust	lot	slight	pre tence'
peace	dwells	true	mag nif'i cence

LESSON 158.

REVIEW.

bar'ley	bread	rhu'barb
choic'est	ro'ses'	be guil'ing
be lieved'	rye	jui'cy
crowns	as par'a gus	beau' te ous
de cid'ed	beamed	raise
pre tence'	de ceit'ful	pur suits'
cel'e ry	prin'ci pal	drear'y
maize	de ceive'	peace
man'ners	o'clock'	lodged
let'tuce	cam'el	el'e phant
friend'ly	oats	leop'ard
gi raffe'	might	heif'er
heard	fierce'ly	hon'est

LESSON 159.

The tortoise, or turtle, is found chiefly in the seas of warm climates. It often reaches the enormous weight of a thousand pounds. It is frequently seen feeding on the sea-weed at the bottom of the water as cattle browse on herbage. The shell of the hawks-bill turtle is used for making combs and other articles of use or ornament.

tor'toise	cli'mates	browse	sea'-weed
tur'tle	e nor'mous	feed'ing	bot'tom
chief'ly	herb'age	reach'es	weight
combs	or'na ment	shell	hawks'-bill

LESSON 160.

The green turtle is the best known, and is prized for the delicious steaks and soups it affords. Turtles are usually taken when they visit the shore to deposit their eggs, for they move along on land in an irregular and awkward manner. They are turned on their backs, and, thus rendered helpless, are readily secured.

known	de li'cious	af fords'	se cured'
prized	steaks	move	shore
soups	ren'dered	help'less	de pos'it
backs	ir reg'u lar	u'su al ly	read'i ly

LESSON 161.

wife, wives	pup'py, pup'pies	cit'y, cit'ies
ar'my, ar'mies	cher'ry, cher'ries	ber'ry, ber'ries
wolf, wolves	calf, calves	fly, flies
thief, thieves	mot'to, mot'toes	half, halves
sto'ry, sto'ries	po'ny, po'nies	lil'y, lil'ies

LESSON 162.

"The little coral workers,
By their slow but constant motion,
Have built up pretty islands
In the distant dark-blue ocean;
And the noblest undertakings
Man's wisdom hath conceived,
By oft-repeated effort
Have been patiently achieved."

cor'al	pa'tient ly	con ceived'	dis'tant
work'ers	no'blest	re peat'ed	slow
con'stant	un der tak'ings	ef'fort	man's
isl'ands	wis'dom	a chieved'	hath

LESSON 163.

My cousin's house has a furnace-room and a laundry in the basement; a parlor, a dining-room, a library, and a kitchen on the first floor; and a nursery, a bath-room, a dressing-room, a wardrobe, and four chambers on the second floor. Above the second floor is the garret, or attic, which is a large, unfinished room.

cham'bers	fur'nace-room	laun'dry	base'ment
gar'ret	din'ing-room	kitch'en	li'bra ry
at'tic	bath'-room	nur'se ry	floor
un fin'ished	dress'ing-room	cous'in	ward'robe

LESSON 164.

mon'ey	rob'bers	dirt'y	ruf'fles
lad'der	tra'ces	shawl	gored
clean	wear	false'hood	flounce
scarf	vel'vet	ser'vant	calm'ly

LESSON 165.

"A pot of honey being upset on a grocer's counter, the flies, according to their custom of rushing upon sweet things, settled in swarms upon it. When they had had their fill, they found that their feet had stuck so fast in the honey that the more they tried to get away the more their wings became clogged, and they at length became stifled in the sweets around them. This fable teaches that *a life of pleasure often terminates in misery and ruin.*"

hon'ey	ac cord'ing	fill	be came'
be'ing	cus'tom	stuck	sti'fled
up set'	rush'ing	tried	sweets
gro'cer's	set'tled	wings	ru'in
coun'ter	ter' mi nates	mis'e ry	swarms

LESSON 166.

"Travel onward—working, hoping,
Cast no lingering look behind
At the trials once encountered,
Look ahead and never mind;
Fate may threaten, clouds may lower,
Enemies may be combined,
If your trust in God is steadfast
He will help you, never mind."

on'ward	hop'ing	tri'als	a head'
work'ing	cast	en coun'tered	mind
threat'en	God	en'e mies	fate
low'er	be hind'	stead'fast	com bined'

LESSON 167.

"A churlish dog lay in a manger full of hay; and when a hungry ox came near, wishing to eat his food, the ill-natured cur began to snarl and snap at him. 'What a selfish animal thou art,' said the ox; 'thou canst not eat the hay thyself, nor wilt thou suffer others to partake of it.' This fable teaches that *selfishness is always despised.*"

churl'ish	lay	ill'-nat ured	cur
man'ger	full	self'ish	snarl
wish'ing	hay	thy self'	snap
par take'	canst	suf'fer	thou
de spised'	wilt	self'ish ness	art

LESSON 168.

ven'ison	scarc'i ty	drom'e da ry	de vour'
deer	drought	rac coon'	greed'i ly
fru'gal	humps	val'u a ble	ba'ker's
i'bex	snatched	man u fact'ure	half'-starved

The flesh of the —— is called ——. A great —— of rain is called a ——. "Though on pleasure she was bent, she had a —— mind." The camel has two —— on its back, the —— has only one. The fur of the —— is —— in the —— of hats. The —— is a kind of goat. A —— tramp —— a loaf from the —— window, and began to —— it ——.

LESSON 169.

Flo'ra	Mar'i on	I rene'	Deb'o rah
Ma ri'a	Is a bel'la	Lou i'sa	Jo an'
I'da	Lyd'i a	Do'ra	El'la
Ed'na	Flor'ence	Fran'ces	Stel'la

LESSON 170.

ea'ger	dim'pled	in'fant	tipped
dam'aged	av'e nue	but'ton	beasts
smoothed	chub'by	dearth	skirt
jack'et	chow'der	au'burn	flax'en
tongue	dai'ly	car'ry ing	troub'led
daugh'ter	pock'et	bruised	short'en

LESSON 171.

bed'stead	cir'cus	cap'tain	am'bush
thrif'ty	bea'con	bar'ren	Sab'bath
fro'ward	sculp'tor	spa'cious	plague
de fence'	bat'tle	waf'fles	hand'ker chief
ap'pe tite	pil'lar	tea'spoon	ser'geant
shep'herd	valve	cas'tle	ter'ri er

LESSON 172.

stu'di ous	stuff'ing	pal i sades'	rad'ish
pen'cil	ap peal'	cen'sus	res'i dence
squint	sty'lish	dan'ger ous	scoff
a part'ment	pel'let	slough	death
squan'der	stir'rup	com prise'	scrub'by
beck'on	pro'file	sub'urb	same'ness

LESSON 173.

se'quel	chap'lain	e vade'	sneeze
rib'bon	pro fane'	in i'tials	es'sence
sparse'ly	ex panse'	swarth'y	source
pawned	suc'co tash	per'il	stealth'y
mor'al ly	wrest'ed	spright'ly	prac'tice
qual'i fied	stag'nant	streaked	kneel

LESSON 174.

GENERAL REVIEW.

cun'ning
caught
knew
cries
eight
pen'cils
sixth
Tues'day
Wednes'day
bu'reau
chalk'ing
laugh
skim'ming
Feb'ru a ry
fore'head
eye'brows
beau'ti ful
feath'ers
thrown
rough
shoes
blos'som
ar rive'
friends
re plied'
awk'ward
wretch'ed
lan'guage
schol'ar

pre tence'
true
slight
o'clock'
beau'te ous
wrink'led
wom'en
walks
chim'ney
bal loon'
weap'on
wa'ter
o'cean
earth
heav'en
pitch'er
knives
psalms
kneads
grieved
fa tigue'
knocked
bug'gy
guid'ing
drawn
mer'ri er
does
en'gine
flies

shawl
calm'ly
isl'ands
con ceived'
kitch'en
wear
false'hood
threat'en
en'e mies
suf'fer
build'ing
knobs
cot'tage
ly'ing
wharves
ves'sels
stroll'ing
sail'ors
o bliged'
yel'low
rob'ins
con ven'ient
trav'elled
ea'si ly
ceil'ing
span'iel
hur'ried
com pan'ion
plough'ing

LESSON 175.

GENERAL REVIEW.

an′chor
steered
mead′ow
ac′ci dent
scis′sors
cot′ton
piece
rasp′ber ry
drag′ging
ex claimed′
stooped
rov′ing
haugh′ty
whole
hol′i day
skat′ing
cous′in
hur rah′
twelfth
niece
prais′es
sleigh
gal′lop ing
wreck
fa′vor ite
faint
seine
grief
pa′tience

an′swered
wealth
pleas′ures
gal′lon
watch′ing
breathe
judge
al though′
touched
fac′ing
mel′ons
wrap′ping
coun′tries
rogu′ish
mis′chief
syr′ups
cof′fee
cat′er pil lar
la′dies
hal′i but
sal′mon
bus′i ly
si′lence
cro quet′
Christ′mas
squir′rel
skil′ful ly
thief
cau′tious

hoe′ing
val′ley
fruits
mo las′ses
ba na′nas
on′ion
pierc′ing
freight
brought
ma chine′
neigh′bor
sat′is fied
doubt
be gin′ning
ba′bies
grudge
chest′nuts
yield′ing
fought
prec′i pice
nois′y
heart
weight
gnawed
coarse
sun′ny
knit′ting
car′riage
me chan′ic

LESSON 176.

GENERAL REVIEW.

be liev'ing	ei'ther	built
de ceive'	length	thread
schemes	proph'et	wreath
glit'ters	strength	bis'cuits
prin'ci pal	fierce'ly	fright'en
gi raffe'	smil'ing	rhu'barb
leop'ard	tor'toise	let'tuce
re sponse'	chief'ly	spin'ach
search	combs	jui'cy
choic'est	de li'cious	stretched
crowns	steaks	swol'len
heif'er	known	ea'ger
bread	read'i ly	dam'aged
man'ners	halves	av'e nue
drear'y	cit'ies	au'burn
peace	mon'ey	calm'ly
troub'led	car'ry ing	beasts
chub'by	bruised	daugh'ter
tongue	greed'i ly	drought
ven'ison	scar'ci ty	man'ger
churl'ish	suf'fer	en'e mies
threat'en	stead'fast	swarms
mis'er y	set'tled	dai'ly
hon'ey	cus'tom	tried
hop'ing	de spised'	smoothed
Lou i'sa	I rene'	Mar'i on
Flor'ence	Ra'chel	Re bec'ca
Al'ice	Char'lotte	Ger'trude

LESSON 177.

COMMON ABBREVIATIONS.

A.D. In the year of our Lord.
A.M. Before noon.
Ans. Answer.
bbl. barrel.
Bro. Brother.
Bros. Brothers.
bush. bushel.
Capt. Captain.
Chap. Chapter.
Co. Company.
Co. County. [livery.
C.O.D. Collect on de-
Col. Colonel.
Cr. Creditor.
ct. cent, *cts.* cents.
cwt. hundred-weight.
D.D. Doctor of Divinity.
Dea. Deacon.
do. the same.
doz. dozen.
Dr. Doctor.
Dr. Debtor.
Esq. Esquire.
etc. and so forth.
ft. foot, feet.
gal. gallon.
Gen. General.
Gov. Governor.
hhd. hogshead.
Hon. Honorable.
i. e. that is.
in. inch, inches.
inst. instant, of the present month.
Jr. Junior.
lb. pound, *lbs.* pounds.
Lieut. Lieutenant.
M. Midday, noon.
Maj. Major.
M.D. Doctor of Medicine.
Messrs. Gentlemen.
Mo. Month.
Mos. Months.
N.B. Take notice.
N.E. Northeast.
No. Number.
Nos. Numbers.
N.W. Northwest.
oz. ounce, ounces.
p. page, *pp.* pages.
pl. plural.
P.M. Afternoon.
P.M. Postmaster.
P.O. Post-office.
Pres. President.
Prof. Professor.
prox. next, of the next month.
P.S. Postscript.
qt. quart, *qts.* quarts.
Rev. Reverend.
R.R. Railroad.
S.E. Southeast.
Sec. Secretary.
Sen. Senior.
St. Street, Saint.
Supt. Superintendent.
S.W. Southwest.
ult. last, of the last month.
U.S. United States.
U.S.A. United States Army.
U.S.M. United States Mail.
U.S.N. United States Navy.
viz. namely.
vol. volume.
vols. volumes.
wt. weight.
yd. yard, *yds.* yards.
&c. and so forth.

HARRINGTON'S GRADED SPELLING-BOOK—PART II.

A GRADED

SPELLING-BOOK

BEING A COMPLETE COURSE IN SPELLING FOR PRIMARY AND GRAMMAR SCHOOLS

IN TWO PARTS

BY

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PREFACE TO PART II.

Some features have been introduced into Part II. of this work which would have been inappropriate in Part I., and which may need a word of explanation.

Lessons will be found distributed through Part II. made up of the words which the pupil will encounter in the studies now to be undertaken, such as geography, arithmetic, and grammar. These words have not been placed in sentences, as it is expected that they will be fully explained by the teacher on their occurrence in the pages of the text-books.

The lessons occurring from time to time in Part I., made up of words to be framed in intelligible sentences, are here continued, with the suggestion that they are also to serve, at the discretion of the teacher, as introductions to the study of synonymy. One of the richest features of our language is the copiousness of its synonymes, and there is no branch of study more interesting and profitable.

This attention to synonymes, if it be judiciously and thoroughly carried on, will require the use of the dictionary. This is as it should be. As soon as a pupil enters the grammar-school he should be furnished with a dictionary, and taught how to use it to the best advantage; and it should be his inseparable companion thenceforward throughout his school career.

H. F. H.

August, 1880.

PART II.

LESSON 1.

"I love it, I love it; and who shall dare
To chide me for loving that old arm-chair?
I've treasured it long as a sainted prize,
I've bedewed it with tears, and embalmed it with sighs;
'Tis bound by a thousand bands to my heart;
Not a tie will break, not a link will start.
Would ye learn the spell? a mother sat there,
And a sacred thing is that old arm-chair."

dare	chide	prize	arm'-chair
treas'ured	saint'ed	sighs	be dewed'
bands	em balmed'	tie	ye
link	start	sa'cred	spell

[In this form of lessons the pupil may be required to give one or more synonymes of each word, or may, at the option of the teacher, continue to construct sentences as in Part I.]

LESSON 2.

chos'en	soft'ens	con'quer	weave
dis solve'	judg'ment	pig'eon	wrench
per forms'	rea'son	fut'ure	quench
sprout'ing	prom'is ing	stol'en	ov'en
van'ish	stanch	wool'len	fa mil'iar

[This form of lessons contains words that are pronounced alike, but differ in spelling and meaning.]

LESSON 3.

ate, *did eat.*
eight, *twice four.*
cent, *a copper coin.*
sent, *did send.*
scent, *an odor.*
bell, *a sounding vessel.*
belle, *a beautiful young lady.*
blew, *did blow.*
blue, *a color.*
be, *to exist.*
bee, *an insect.*
earn, *to gain by labor.*
urn, *a kind of vase.*
told, *made known.*
toled, *enticed.*
tolled, *rung.*
four, *twice two.*
fore, *in front.*

LESSON 4.

chief'ly	con sist'	frig'ates	sar'dine
pre served'	lynx	high'ly	es teemed'
croc'o diles	sand'wich	re mark'a bly	slic'es
rep'tiles	liz'ards	crack'er	toads

Turtles, ——, ——, tortoises, and —— are called ——. The —— is a kind of cat, and has —— sharp sight. Vessels of war —— —— of ships of the line, ——, sloops, brigs, and schooners. A —— is a small fish. When —— in oil it is —— —— as an article of food. A —— is a slice of meat between two —— of bread. A —— is a kind of hard biscuit.

LESSON 5.

tip'pet	writ'ten	muf'fin	bro cade'
roast'ed	un'cle	pas'sen ger	small'er
jag'ged	al'ley	poi'son	rinsed
co logne'	cler'gy man	vi'ands	steed
pen'du lum	stead'y	splic'ing	pud'ding

LESSON 6.

The silky white fur which forms the ornament of many a royal robe is the skin of the ermine—a nimble and saucy member of the weasel tribe. In the summer this animal is of a reddish-brown color, but no sooner does the reign of winter begin than it attires itself in purest snowy white, with the exception of the tip of its tail, which is jet black.

silk'y	wea'sel	forms	sau'cy
roy'al	reign	at tires'	red'dish-brown
mem'ber	white	jet	pur'est
soon'er	snow'y	ex cep'tion	nim'ble

LESSON 7.

un'known	va'grant	cal'i co	com posed'
ex act'	i'dle ness	met'al	zinc
hides	tal'low	coars'er	ca noe'
cam'bric	beg'ging	mus'lin	cop'per
hunt'ed	skins	lin'en	hol'lowed

The —— distance from the earth to the sun is ——. In some countries cattle are —— for their —— and ——. A —— is a person who lives in ——, and goes about ——. —— is a printed cotton cloth, and is —— than ——. Brass is a ——, and is —— of —— and ——. A —— is a small boat made of ——, or of a —— tree. —— is a fine white —— or cotton fabric.

LESSON 8.

A'bel	Saul	Ben'ja min	Rich'ard
Hugh	Tim'o thy	Es'ther	A'sa
Anne	Car'o line	E'dith	Pol'ly
A'da	Ad'e line	Al'fred	Ol'ive

LESSON 9.

a dorned′	pre′cious	jew′els	rai′ment
pis′til	vict′uals	damp	pur′ple
sup port′ed	pau′per	jail	un whole′some
ham′mock	swing′ing	alms	sus pend′ed
com pelled′	wrists	rich′es	sta′men

Bracelets are worn on the ——. The king's —— was of rich ——, and his crown was —— with ——. Gold and silver are called the —— metals. The cells of the —— are ——, and the prisoners are —— to eat —— ——. A —— is a person who is —— by ——. A —— is a kind of —— bed, —— at each end by cords. Contentment is better than ——. The —— and the —— are parts of a flower.

LESSON 10.

bear, *to carry.*	hail, *frozen rain.*
bear, *an animal.*	hail, *to salute.*
bare, *naked.*	hale, *healthy.*
to, *towards.*	vain, *proud.*
too, *also.*	vane, *a weather-cock.*
two, *twice one.*	vein, *a blood-vessel.*
ball, *a round body.*	bough, *a branch of a tree.*
bawl, *to cry.*	bow, *an act of respect.*

LESSON 11.

bra′vo	al′ma nac	yelled	a jar′
wor′ry	zeal′ous	woe′-be gone	patched
as cend′	butch′er	wo′ful	wide′ly
bal′last	a stray′	star′tled	bare′foot
wedge	brim′ful	slav′ish	ex am′ple

LESSON 12.

Tennyson, the English poet, makes a brook sing in this way:

"I chatter over stony ways,
In little sharps and trebles;
I bubble into eddying bays,
I babble on the pebbles.

"I steal by lawns and grassy plots,
I slide by hazel covers;
I move the sweet forget-me-nots,
That grow for happy lovers.

"And out again I curve and flow
To join the brimming river,
For men may come and men may go,
But I go on forever."

Ten'ny son	ston'y	bab'ble	ha'zel
Eng'lish	treb'les	curve	bays
po'et	bub'ble	plots	grass'y
slide	ed'dy ing	move	for get'-me-nots
lov'ers	lawns	join	brim'ming

LESSON 13.

flower, *part of a plant.*	die, *to expire.*
flour, *fine part of meal.*	dye, *to color.*
dew, *moisture.*	done, *completed.*
due, *owed.*	dun, *a dark color.*
strait, *a narrow pass.*	son, *a male child.*
straight, *direct.*	sun, *source of light and heat.*
tale, *a story.*	vale, *a valley.*
tail, *part of an animal.*	veil, *a screen for the face.*

LESSON 14.

pul'pit	cul ti va'tion	steam-en'gine	or'phan
de pends'	lo co mo'tive	par'ents	word
cash'mere	syl'la bles	cran'ber ry	sauce
reins	wool	breech'ing	har'ness
kind'ly	breast'plate	church	preach'er

Much of the happiness of one's life —— on the —— of —— feelings. A —— that moves from place to place is called a ——. A child whose —— are dead is called an ——. A —— consists of one or more ——. The —— grows in meadows, and is much used as a ——. —— is made from the —— of a goat. The parts of a —— are the bridle, saddle, ——, traces, ——, and ——. The desk in which the —— stands in a —— is called the ——.

LESSON 15.

cord, *a small rope.*	reek, *to steam.*
chord, *string of a musical in-*	wreak, *to inflict.*
flow, *to run.* [*strument.*	core, *the heart of fruit.*
floe, *a mass of floating ice.*	corps, *a body of troops.*
nice, *pleasing.*	root, *part of a plant.*
gneiss, *a kind of rock.*	route, *course.*
sweet, *pleasing.*	peace, *quiet.*
suite, *a set of rooms.*	piece, *a part.*

LESSON 16.

cas'si mere	brushed	and'i ron	a new'
band'age	peo'ple	dis'taff	cho'rus
al'bum	a side'	vix'en	spin'dle
at tempt'ed	bash'ful	head'ache	cleanse
whol'ly	wa'ges	wad'ding	jeal'ous

LESSON 17.

The ermine lives in hollow trees and wherever it can find a snug hiding-place. Its hunting-time begins with the setting of the sun. When the shadows are lengthening across the clearings, it may be seen issuing forth for a night's campaign. It is always on the alert, whisking here and there, and sniffing at every hole and corner where perchance some rat or rabbit may lie concealed.

hol'low	set'ting	snug	hid'ing-place
hunt'ing-time	clear'ings	shad'ows	length'en ing
a cross'	whisk'ing	is'su ing	cam paign'
a lert'	night's	snif'fing	per chance'

LESSON 18.

The marks of punctuation are the comma (,), semicolon (;), colon (:), and period (.). Other marks used in writing and printing are the question mark (?), exclamation mark (!), dash (—), parenthesis (), quotation marks (" "), and brackets ([]). The hyphen (-), caret (∧), apostrophe ('), asterisk (*), and dagger (†) are also used.

punct u a'tion	print'ing	com'ma	sem'i co lon
co'lon	pe'ri od	ques'tion	ex cla ma'tion
pa ren'the sis	quo ta'tion	a pos'tro phe	hy'phen
dash	ca'ret	dag'ger	as'te risk

LESSON 19.

spend'thrift	ex celled'	trounce	la ment'ed
crease	ex'cel lent	soured	cray'on
gaunt	twinge	for'ti eth	vault
flan'nel	scrib'ble	flu'id	in sane'
sul'len	swin'dled	stur'di'ly	brawl'ing

LESSON 20.

gin'ger	an'nu al ly	fleece	all'spice
clove	graft'ed	sci'on	song'stress
shears	night'in gale	rul'er	em'pe ror
em'pire	em'press	ream	gran'ite
quire	nut'meg	quartz	cin'na mon

The shepherd —— his sheep ——. The wool of a sheep is called its ——. The part of the branch of a tree that is —— upon another tree is called a ——. The —— is said to be a charming ——. The —— of an —— is called an ——. His wife is called an ——. The white glassy part of —— and other rocks is called ——. There are twenty-four sheets in a ——, and twenty quires in a ——. Mace, ——, ——, ——, ——, and —— are names of spices.

LESSON 21.

bad, *evil.*	coarse, *rude.*
bade, *commanded.*	course, *a way.*
dear, *beloved.*	find, *to discover.*
deer, *an animal.*	fined, *punished with a fine.*
flee, *to run away.*	all, *the whole.*
flea, *an insect.*	awl, *a pointed instrument.*
hear, *to perceive by the ear.*	hole, *a cavity.*
here, *in this place.*	whole, *entire.*

LESSON 22.

be com'ing	roused	un couth'	bleak
virt'ue	bev'er age	ur'chin	ant'lers
sheep'ish	vig'or ous	dit'to	bram'ble
tough'en	an'kle-deep	ba'sin	thorn'y
coun'te nance	voy'age	wran'gle	bri'er y

LESSON 23.

In nautical language, the fore part of a vessel is the prow, stem, or bow; the middle part, the waist, or amidships; the hind part, the stern. The masts and the long poles by means of which the sails are hoisted are called spars. The spar that projects from the bow of a vessel is the bowsprit. A spar by means of which the foot of a sail is extended is called a boom. Anything on or in a vessel is said to be aboard; anything in the rear part of it, aft or abaft; upon its masts or sails, aloft; behind it, astern. A vessel riding on the water is afloat; when loose from its moorings, adrift; when stuck fast in shallow waters, aground.

nau'ti cal	stern	bow'sprit	a stern'
prow	spars	boom	a float'
bow	sails	a board'	a drift'
waist	pro jects'	aft	a ground'
a mid'ships	hoist'ed	a baft'	shal'low
moor'ings	loose	a loft'	rid'ing

LESSON 24.

dis turb'	swal'lowed	loi'ter	ac'tion
en tire'	mor'sel	for lorn'	ju'bi lant
house'hold	job'ber y	mon'ster	flab'by
vexed	en gaged'	grate'ful	wal'let
par'don	men'tion	e'vils	a broad'

LESSON 25.

A lon'zo	A'mos	Ab'i gail	Au gus'ta
An'drew	Au gus'tus	Bet'sey	Blanche
Jo'seph	Ol'i ver	So phi'a	Ju'dith
Pe'ter	Pat'rick	Han'nah	Ev'e lyn

LESSON 26.

[Words occurring in the study of geography.]

ge og'ra phy	cir cum'fer ence	Af'ri ca
sur'face	hem'i sphere	Aus tra'li a
globe	con'ti nent	At lan'tic
sphere	North A mer'i ca	Pa cif'ic
cir'cu lar	South A mer'i ca	Ind'ian
di am'e ter	Eu'rope	Arc'tic
ho ri'zon	A'si a	Ant arc'tic

LESSON 27.

The ignorant peasants of Europe have many singular notions respecting the little spotted beetle styled "lady-bird," which is remarkable for its splendid coloring. In some countries it is supposed to be a sign of good luck, and to indicate fair weather. In Germany the children throw it into the air and exclaim,

"Lady-bird, lady-bird, fly away home;
Bring me good weather whenever you come."

ig'no rant	no'tions	la'dy-bird	in'di cate
peas'ants	re spect'ing	sup posed'	Ger'ma ny
sin'gu lar	styled	sign	throw
col'or ing	splen'did	spot'ted	ex claim'

LESSON 28.

nu'mer ous	per suade'	con tain'ing	rich'ly
om'ni bus	bou quet'	a light'ed	hon'or
length'en	trem'bling	brisk'ly	al'pha bet
a lone'	vil'lage	im prove'	has'ti ly
young'est	leis'ure	so'cial	blouse

LESSON 29.

sham'rock	this'tle	Ire'land	Scot'land
in ten'tion	em'blem	up'per	tu reens'
tap i o'ca	Rus'si a	czar	case'ment
whale'bone	bor'row	loan	rob'ber y
down'right	ken'nel	gew'gaws	trin'kets

The —— is the national —— of ——; the ——, or white clover, that of ——. —— is prepared from the root of a plant. —— is obtained from the —— jaw of the whale. Soup is served in ——. The title of the emperor of —— is the ——. To —— with no —— to return the —— is no better than —— ——. A dog's house is called a ——. Only simple minds find delight in —— and ——. A —— is part of a window.

LESSON 30.

so, *thus.*
sew, *to stitch.*
sow, *to scatter.*
nose, *part of the face.*
knows, *has knowledge of.*
pane, *a square of glass.*
pain, *suffering.*
maid, *a young woman.*
made, *did make.*
meet, *to assemble.*
meat, *flesh of animals.*
mete, *measure.*
one, *a single thing.*
won, *did win.*
pause, *to stop.*
paws, *feet of beasts.*
in, *within.*
inn, *a tavern.*

LESSON 31.

neg lect'	lic'o rice	spear'mint	pre fer'
cross'wise	a'pron	twin'kle	pre ferred'
loos'en	stud'ied	helm	rag'ged
mis ta'ken	re pent'ed	scarce'ly	yield
cow'ard ly	in vit'ed	gen'er ous	hur'ry ing

LESSON 32.

REVIEW.

pig'eon
stol'en
judg'ment
croc'o diles
roast'ed
wool'len
wea'sel
beg'ging
coars'er
Car'o line
straight
syl'la bles
steam-en'gine
whol'ly
jeal'ous
head'ache
set'ting
lic'o rice
for'ti eth
cin'na mon
tough'en
voy'age
shal'low
flab'by
job'ber y
stud'ied
yield
rob'ber y

fa mil'iar
em balmed'
chief'ly
sand'wich
co logne'
al'ley
sau'cy
un known'
lin'en
ston'y
or'phan
route
peo'ple
cleanse
at tempt'ed
is'su ing
flan'nel
ex celled'
ex'cel lent
gran'ite
bev'er age
bou quet'
peas'ants
al'pha bet
length'en
hur'ry ing
scarce'ly
per suade'

dis solve'
wrench
chos'en
sar'dine
writ'ten
jag'ged
reign
ca noe'
Ben'ja min
lawns
grass'y
preach'er
suite
knead
cho'rus
cran'ber ry
cam paign'
gaunt
cray'on
an'nu al ly
coun'te nance
wran'gle
leis'ure
ho ri'zon
pre ferred'
rag'ged
a'pron
ex claim'

LESSON 33.

"One simple John Tomkins, a hedger and ditcher,
Although he was poor, did not crave to be richer;
For all useless troubles in him were prevented,
By a fortunate habit of staying contented.

"'For why should I grumble and murmur,' he said;
'If I cannot get meat, I can surely get bread;
And while fretting may make my calamities deeper,
It never can cause bread and cheese to be cheaper.'"

sim'ple	hedg'er	ditch'er	crave
rich'er	stay'ing	pre vent'ed	fort'u nate
hab'it	fret'ting	con tent'ed	grum'ble
mur'mur	cause	ca lam'i ties	cheap'er

LESSON 34.

or'dered	com mand'	ad vance'	sol'diers
march'ing	in spires'	bay'o nets	stead'i ly
quick'ens	white'ness	cross'-belts	plumes
gleam	ar ray'	cour'age	for'ward

The officer in —— has —— the army to ——. The —— obey and are —— in battle ——. Their —— —— in the sunlight. Their —— and —— are of dazzling ——. The music —— their steps and —— them with ——. How —— the ranks move ——!

LESSON 35.

as cer tain'	om'e let	un der neath'	fan'cies
sport'ive	knots	heav'i ly	oaths
tripped	gauze	fa tigued'	wrong
vis'i ble	a bused'	use'less ly	sieve
ex cit'ed	pro mote'	shame'ful ly	en dured'

LESSON 36.

"Sweet Auburn! loveliest village of the plain,
Where health and plenty cheered the laboring swain,
Where smiling spring its earliest visit paid,
And parting summer's lingering blooms delayed!
Dear lovely bowers of innocence and ease—
Seats of my youth, when every sport could please!
How often have I loitered o'er thy green,
Where humble happiness endeared each scene!"

Au'burn	hum'ble	youth	en deared'
cheered	love'li est	seats	sum'mer's
ear'li est	la'bor ing	swain	in'no cence
hap'pi ness	de layed'	please	loi'tered

LESSON 37.

boar, *the wild hog.*
bore, *to pierce.*
toe, *part of the foot.*
tow, *to draw.*
flew, *did fly.*
flue, *part of a chimney.*
herd, *a drove.*
heard, *did hear.*
sale, *act of selling.*
sail, *part of a ship.*
dam, *a bank to confine water.*
damn, *to condemn.*
way, *a road.*
weigh, *to find the weight.*
led, *did lead.*
lead, *a metal.*

LESSON 38.

slack'en	ser'vi ces	re lieve'	freez'ing
cu'po la	faith'ful	hatched	a'cre
ex cur'sion	mim'ic	bridg'es	thick'ly
me ri'no	dif'fi cul ty	stepped	threw
boast'ful	check'rein	cush'ion	nim'bly

LESSON 39.

"How often have I paused on every charm—
The sheltered cot, the cultivated farm,
The never-failing brook, the busy mill,
The decent church that topped the neighboring hill,
The hawthorn bush with seats beneath the shade,
For talking age and whispering lovers made!
And all the village train from labor free,
Led up their sports beneath the spreading tree;
While many a pastime circled in the shade,
The young contending as the old surveyed."

paused	cul'ti va ted	sur veyed'	haw'thorn
de'cent	neigh'bor ing	cir'cled	lov'ers
church	nev'er-fail'ing	whis'per ing	farm
topped	spread'ing	con tend'ing	talk'ing

LESSON 40.

[Words occurring in the study of geography.]

pe nin'su la	tem'per ate	e qua'tor	a'toll
isth'mus	tor'rid	re volves'	la goon'
chan'nel	frig'id	im ag'ined	de gree'
riv'u let	zone	car'di nal	ta'ble-land
main'land	ax'is	cir'cle	pla teau'

LESSON 41.

suc ceed'	stin'gy	oc cur'	daz'zling
con trive'	ter'ri fied	oc curred'	splashed
fran'tic	re fresh'ing	suf'fer ing	will'ing ly
de ny'	be hav'ior	main'ly	a muse'ments
de nied'	des'ti tute	sog'gy	er'rand-boy

LESSON 42.

tel'e graph	tel'e gram	im posed'	swag'ger
shil'ling	guin'ea	yawl	smack
conch	ma rine'	co'coa	mumps
skiff	wher'ry	corpse	car'cass
mea'sles	de can'ter	spouse	squaw

A message sent by —— is called a ——. A brave man is never —— upon by the —— of a coward. The —— and the —— are English coins. Chocolate is a preparation of ——. A —— is a beautiful —— shell. Molasses, ——, and —— are plural in form but singular in meaning. A —— is a glass vessel for receiving liquor. The dead body of a human being is called a ——; the dead body of one of the lower animals is called a ——. The most common kinds of small boats are the ——, the ——, the ——, and the ——. A wife is sometimes called a ——. The wife of an Indian is called a ——.

LESSON 43.

fes'ti val	bed'ding	dain'ties	sprained
pil'fer ing	an'gri ly	forg'ing	tow'ards
pi'lot ed	wring'ing	phlegm	cu'cum ber
fif'ti eth	thirs'ty	sau'sage	stran'gled
wors'ted	de crease'	cor'nice	stut'ter ing

LESSON 44.

Ad'am	Jo'nas	Lo ren'zo	Mar'cus
Jus'tin	No'ah	Reu'ben	Jo'el
Ow'en	Rob'ert	Si'las	Ru'fus
Paul	Al'vah	I'ra	Hi'ram
Al'len	Mi'cha el	E li'as	Da ri'us

LESSON 45.

"The eagle, when in search of food, surveys the ground by soaring above it; and when its rapid eye detects its prey, it rushes downward with the rapidity of an arrow, and seldom fails to seize the object at which it aims. It glides through the air like a falling star, and surprises the timorous quarry, which, in agony and despair, seeks by various move ments to elude the grasp of its cruel talons."

ea'gle	de tects'	ar'row	sur pris'es
sur veys'	down'ward	ob'ject	tim'or ous
soar'ing	ra pid'i ty	aims	quar'ry
a bove'	move'ments	glides	ag'o ny
va'ri ous	tal'ons	e lude'	de spair'

LESSON 46.

air, *the atmosphere.*
heir, *one who inherits.*
ere, *before.*
yoke, *to join.*
yolk, *the yellow of an egg.*
tract, *a region.*
tracked, *traced.*
frank, *candid.*
franc, *a French coin.*
feign, *to pretend.*
fain, *gladly.*
fane, *a temple.*
died, *expired.*
dyed, *colored.*
gored, *pierced.*
gourd, *a plant.*
hire, *wages.*
high'er, *loftier.*

LESSON 47.

lus'cious	cop'ied	wres'tle	sce'ner y
do'zy	dart'ing	bulk'y	yeast
carv'ing	ap'ing	duped	glee'ful
gid'di ness	as cent'	crag'gy	flanked
el'der ly	de scent'	dense'ly	de fied'

LESSON 48.

flag'ship	fleet	fre'er	crammed
dump'ling	height	smooth'ing	flapped
flat'i ron	cen'tu ry	stream'let	lim'pid
gush'ing	tan'sy	tank	ac'rid
cis'tern	jas'per	am'e thyst	res er voir'

The ship that carries the commander of a —— is called the ——. Children would be —— from diseases if they were not —— with food by fond parents. A —— is a small round pudding. The eagle —— his wings, and, soaring to a great ——, was soon lost to view. A —— is an instrument for —— clothes. A —— is a period of one hundred years. A —— pure and —— is —— from the fountain. —— is a bitter and —— herb. A —— is a large basin, ——, or —— for holding water or other liquid. —— and —— are name of precious stones.

LESSON 49.

tun'nel ling	tru'ant	driz'zling	re leased'
crutch'es	ba zaar'	de pot'	im'pu dent
cra vat'	whet'ted	bra'zen-faced	gay'e ty
re la'tions	trough	tru'ly	bo'ny
tres'pass	cup'board	de sign'	de ceased'

LESSON 50.

die, dice	he'ro, he'roes	bra'vo, bra'voes
beef, beeves	so'lo, so'los	ech'o, ech'oes
louse, lice	sheaf, sheaves	cam'e o, cam'e os
beau, beaux	ne'gro, ne'groes	ve'to, ve'toes
loaf, loaves	fres'co, fres'cos	mon'ey, mon'eys

LESSON 51.

Elephants are captured by stratagem. When fully tamed they are the most obedient and patient, as well as the most docile and sagacious, of all quadrupeds. They are used for carrying burdens and for travelling. They are also used in war. It is said that they never forget a kindness, or forgive an injury. Their attachment for their masters is remarkable.

capt'ured	re mark'a ble	mas'ters	for give'
doc'ile	quad'ru peds	o be'di ent	in'ju ry
bur'dens	trav'el ling	for get'	at tach'ment
tamed	sa ga'cious	ful'ly	strat'a gem

LESSON 52.

[Words occurring in the study of arithmetic.]

a rith'me tic	u'nit	in'te ger	con'crete
sig nif'i cant	dig'its	no ta'tion	ab'stract
nu mer a'tion	ci'pher	e qual'i ty	ad di'tion
sub'tra hend	ze'ro	sub trac'tion	a mount'
re main'der	naught	dif'fer ence	min'u end

LESSON 53.

beer, *a fermented liquor.*
bier, *a frame for carrying* [*the dead.*
rude, *uncivil.*
rood, *the fourth part of an* [*acre.*
pail, *a vessel.*
pale, *whitish.*
cere, *to cover with wax.*
sear, *to wither.*
seer, *a prophet.*
aught, *anything.*
ought, *bound by duty.*
breach, *a quarrel.*
breech, *a part of a gun.*
waste, *desolate.*
waist, *part of the body.*
gore, *clotted blood.*
gore, *to pierce.*
go'er, *one who goes.*

LESSON 54.

ram'part	ze'nith	for'ti fied	buoy'ant
porch'es	na'dir	de ject'ed	ve ran'das
hope'ful	gloom'y	ap point'ments	pro pel'ler
cal'dron	spawn	de pos'it ed	sav'ings
cock'swain	trel'lis es	punct'u al	sur'loin

A —— is the wall or mound that surrounds a —— place. Some persons are always —— and ——, others are —— and ——. Be —— in keeping ——. A vessel that is driven by a screw is called a ——. A savings-bank is a bank in which small sums or —— are ——. A —— is a huge kettle. The eggs of a fish are called ——. That point of the heavens that is directly overhead is called the ——; the point that is opposite the zenith, or directly under our feet, is called the ——. The —— is the choicest cut of beef. A —— is an officer who has charge of a boat and its crew. Vines are sometimes trained on ——, ——, and ——.

LESSON 55.

al'mond	a bun'dance	emp'tied	ab rupt'ly
syr'inge	swerv'ing	plod'ding	a breast'
pre'cept	sweat'y	whole'sale	switched
par'celled	a nem'o ne	awn'ing	pre dict'
ex pelled'	a foot'	ex plor'ing	a dult'

LESSON 56.

Jes'se	Sam'son	Sol'o mon	The'o dore
A bi'jah	Lem'u el	A'bra ham	Je rome'
Ez'ra	Ja'son	Ed'mund	Ed'gar
Hu'bert	E'li	Ca'leb	Clar'ence
E li'jah	How'ell	Eb'en	Am'a sa

LESSON 57.

adds, *joins.*
adze, *a kind of axe.*
choose, *to select.*
chews, *crushes with the teeth.*
bred, *brought up.*
bread, *an article of food.*
style, *manner.*
stile, *a set of steps.*
bail, *surety.*
bale, *a package of goods.*
aisle, *a passage in a church.*
isle, *a small island.*
dy'ing, *expiring.*
dye'ing, *coloring.*
heel, *a part of the foot.*
heal, *to cure.*

LESSON 58.

ac'cent	trans'port	ex'ile	ex'tract
ac cent'	trans port'	ex ile'	ex tract'
ex'port	fer'ment	trans'fer	ab'sent
ex port'	fer ment'	trans fer'	ab sent'
af'fix	tor'ment	fre'quent	es'say
af fix'	tor ment'	fre quent'	es say'

LESSON 59.

hand'ful, hand'fuls
to ma'to, to ma'toes
por'ti co, por'ti coes
son'-in-law, sons'-in-law
spoon'ful, spoon'fuls
pail'ful, pail'fuls
foot'man, foot'men
man'-ser vant, men'-ser vants
mos qui'to, mos qui'toes
me men'to, me men'tos

LESSON 60.

sus pect'ed	com'i cal	knick'-knack	im pru'dent
sup plied'	life'less	a breast'	con demn'
hid'e ous	swamp'y	mop'ing	pas'try-cook
a mong'	ju've nile	mop'ping	coach'man
veer'ing	crude'ly	hand'i ly	mus tache'

LESSON 61.

"Spring's warm look has unfettered the fountains,
Brooks go bounding with silvery feet;
Hope's bright blossoms the valley greet;
Weakly and sickly up the rough mountains
Pale old winter has made his retreat.
Thence he launches, in sheer despite,
Sleet and hail in impotent showers,
O'er the green lawns as he takes his flight."

spring's	un fet'tered	hope's	weak'ly
sick'ly	sheer	re treat'	thence
launch'es	lawns	de spite'	im'po tent
bound'ing	sil'ver y	flight	pale

LESSON 62.

plum, *a kind of fruit.*	beat, *to strike.*
plumb, *vertical.*	beet, *a kind of vegetable.*
red, *a color.*	dough, *kneaded flour.*
read, *perused.*	doe, *a female deer.*
cell, *a small room.*	by, *beside.*
sell, *to vend.*	buy, *to purchase.*
ber'ry, *a kind of fruit.*	gate, *an entrance.*
bur'y, *to cover with earth.*	gait, *manner of walking.*

LESSON 63.

blam'a ble	col li'sion	sul'phur	crouched
bleach'er y	drudg'er y	sly'ly	chanced
lust'i ly	bud'get	poul'tice	fierc'est
rud'dy	poul'try	knuck'les	stu'pid ly
car'tridge	se'ries	ra vine'	pros'pect

LESSON 64.

The armies are joining in battle. I hear the measured tread of the infantry, and the creaking and hoarse rumbling of the artillery. Now there is a halt, and the cannon begin to send forth shot and shell. The deadly missiles go whizzing through the air to fulfil their murderous errand. Now the infantry discharge volley after volley, and there is horrible slaughter on every side.

hor'ri ble	slaugh'ter	vol'ley	dis charge'
mur'der ous	ar'mies	ful fil'	whiz'zing
mis'siles	dead'ly	halt	shot
can'non	ar til'ler y	tread	creak'ing
in'fan try	meas'ured	hoarse	join'ing

LESSON 65.

en list'ed	re cruits'	der'rick	ap pa ra'tus
ar bu'tus	clinched	chaise	trail'ing
four'-wheeled	pha'e tons	moult'ing	doub'led
en ter tain'ment	rais'ing	car'ry alls	growth
soi ree'	scut'tle	pro'gramme	bug'gies

Newly —— soldiers are called ——. A —— is an —— for —— heavy weights. The —— —— is one of the loveliest of wild flowers. A nail that is caught and —— at the point is said to be ——. The —— of birds is the annual shedding of their old feathers and the —— of new ones. A —— is a two-wheeled carriage; ——, ——, and —— are —— carriages. An order of exercises at an —— is called a ——. To —— a ship is to cut holes through the sides or bottom in order to sink it. A —— is an evening party.

LESSON 60.

REVIEW.

mur'mur	ca lam'i ties	fort'u nate
bay'o nets	stead'i ly	quick'ens
sol'diers	cour'age	fa tigued'
vis'i ble	ear'li est	love'li est
in'no cence	cush'ion	freez'ing
me ri'no	col li'sion	re lieve'
haw'thorn	sur veyed'	isth'mus
pla teau'	will'ing ly	oc curred'
ter'ri fied	daz'zling	tel'e graph
guin'ea	co'coa	car'cass
fif'ti eth	an'gri ly	cor'nice
gid'di ness	cop'ied	quar'ry
height	fre'er	res er voir'
am'e thyst	cup'board	trough
de ceased'	ech'oes	doc'ile
trav'el ling	sa ga'cious	ci'pher
cal'dron	buoy'ant	for'ti fied
sur'loin	ex pelled'	plod'ding
to ma'toes	spoon'fuls	mos qui'toes
ju've nile	hand'i ly	mus tache'
con demn'	coach'man	blam'a ble
launch'es	lus'cious	poul'tice
knuck'les	sce'ner y	fierc'est
crouched	sly'ly	ar til'ler y
mis'siles	slaugh'ter	ful fil'
meas'ured	pha'e tons	re cruits'
creak'ing	doub'led	growth
pro'gramme	soi ree'	can'non

LESSON 67.

"Why do we like to listen to fairy tales? What is their charm? Is it not that things happen so suddenly, so strangely, and without man having anything to do with them? In fairy-land flowers bloom, castles and palaces spring up in a single night, and people are carried hundreds of miles in an instant by the magic of a fairy's wand."

hap'pen	lis'ten	sud'den ly	car'ried
an'y thing	fair'y	strange'ly	in'stant
fair'y-land	cas'tles	peo'ple	wand
mag'ic	sin'gle	pal'a ces	fair'y's

LESSON 68.

see, *to behold.*
sea, *the ocean.*
cite, *to call.*
site, *situation.*
sight, *spectacle.*
slay, *to kill.*
sleigh, *a vehicle.*
leach, *to cause water to pass*
leech, *a blood-sucker.* [*through.*
rye, *a kind of grain.*
wry, *crooked.*
seas, *plural of sea.*
sees, *beholds.*
seize, *to lay hold of.*
tear, *to rend.*
tare, *a weed.*
stake, *a post.*
steak, *a slice of meat.*

LESSON 69.

shat'tered	change'a ble	en clos'ure	vil'lain
scal'loped	en vel'op	stewed	vil'la nous
squirmed	en've lope	filth'y	knoll
mil'dew	siege	shock'ing	ran'cid
scat'ter ing	slov'en ly	gnarled	plight
mis spend'	fil'i gree	pledged	zig'zag

LESSON 70.

"But the wonders of fairy-land are not equal to those of the world in which we live. There are fairies, *real* fairies, all around us, and they are a thousand-fold more wonderful than those of the old fairy tales. These real fairies are always close at hand, and we shall find them just as lovable when we are old and gray as when we are young. We shall be able to call them up wherever we wander, by land or by sea; and though they will always remain invisible, yet we shall see their silent, magical power at work everywhere around us."

thou'sand-fold	won'ders	wan'der	si'lent
in vis'i ble	e'qual	though	fair'ies
won'der ful	lov'a ble	re main'	pow'er
wher ev'er	close	mag'i cal	re'al

LESSON 71.

im'press	col'lect	prog'ress	prod'uce
im press'	col lect'	pro gress'	pro duce'
aug'ment	pro'test	con'vert	com'press
aug ment'	pro test'	con vert'	com press'
di'gest	in'lay	out'law	per'vert
di gest'	in lay'	out law'	per vert'

LESSON 72.

en'ter prise	fa'tal ly	suit'a ble	oc cu pa'tion
laun'dress	dah'li a	ga zelle'	lin'i ment
de vout'	vague	strewn	sued
dredg'ing	wel'fare	re view'ing	jun'ior
mis lead'	quaint'ness	pheas'ant	scur'vi ly
a skew'	pro vid'ed	itch'ing	mixt'ure

LESSON 73.

"Day and night, summer and winter, storm or calm, these fairies are silently and constantly toiling, whether we wake or sleep. In the clouds and the rain, the frost and the snow, the lightning and the thunder, in great things and small, we may see the work they are doing. What can be more busy and active than water, as it rushes along in the swift brook, or dashes over the stones, or spouts up in the fountain, or trickles down from the roof, or frets itself into ripples on the surface of the pond as the wind passes over it?"

si'lent ly	con'stant ly	toil'ing	tric'kles
ac'tive	calm	dash'es	it self'
rip'ples	brook	spouts	pass'es
bus'y	wheth'er	light'ning	thun'der

LESSON 74.

[Words occurring in the study of geography.]

vol ca'no	com'merce	cas cade'	cur'rents
vol ca'noes	do mes'tic	glac'i er	rain'fall
ice'berg	for'eign	range	prai'rie
cra'ter	ex'ports	chain	o'a sis
di vis'ions	im'ports	sys'tem	wa'ter fall

LESSON 75.

sal'a ble	flat'ter ers	pa ter'nal	buck'wheat
shag'gy	man'u al	an'cient	med'i cine
taw'ny	man'i fest	pa vil'ion	ped'ler
pul'ver ize	gen'u ine	grooved	eb'o ny
pru'dence	gruff'ly	sneak'ing	fer'tile
freaks	po lite'ly	em'er y	gnash'ing

LESSON 76.

"But have you never seen this water fixed and motionless? Look out of the window some cold, frosty morning in winter at the little brook, which yesterday was flowing gently past the house, and see how still it lies, with the stones over which it was dashing now held tightly in its icy grasp. Notice the wind-ripples on the pond. A few hours ago they were dancing in the sunlight. Now they are bound with fetters of ice."

fixed	flow'ing	sun'light	no'tice
mo'tion less	gen'tly	tight'ly	wind'-rip ples
frost'y	i'cy	fet'ters	bound

LESSON 77.

oar, *a paddle for rowing.*	peek, *to peep.*
ore, *mineral.*	peak, *point.*
o'er, *over.*	pique, *slight anger.*
stair, *one step of a flight.*	tacks, *small nails.*
stare, *to look fixedly.*	tax, *money levied.*
rise, *ascent.*	laid, *did lay.*
rice, *a kind of grain.*	lade, *to load.*
lyre, *a harp.*	hose, *stockings.*
li'ar, *one who tells lies.*	hoes, *stirs with a hoe.*

LESSON 78.

aq'ue duct	loz'enge	lot'ter y	haz'ard
gen teel'	jog'gled	hu mane'	thatched
hag'gard	to bac'co	throt'tle	ve neer'
shy'ness	tim'id ly	there'fore	trip'le
sad'dened	sun'dries	prun'ing-knife	sa loon'
bil'ious	sal'low	ban'quet	sway'ing

LESSON 79.

"Look up at the roof of the house. There, instead of living doves merely charmed to sleep, we have running water, caught in the very act of falling, and changed into transparent icicles, decorating the eaves with a beautiful crystal fringe. On every bough and bush, and on every blade of grass, you will catch the water-drops napping in the form of tiny crystals, while the fountain looks like a tree of glass with long pointed leaves."

liv'ing	charmed	changed	dec'o rat ing
mere'ly	blade	trans par'ent	eaves
bush	nap'ping	i'ci cles	fringe
bough	wa'ter-drops	ti'ny	crys'tal

LESSON 80.

gov'ern or	stew'ard	wiz'ard	bach'e lor
gov'ern ess	stew'ard ess	witch	spin'ster
mas'ter	prince	ab'bot	bride'groom
mis'tress	prin'cess	ab'bess	bride
priest	ac'tor	wait'er	land'lord
priest'ess	ac'tress	wait'ress	land'la dy
wid'ow er	gi'ant	count	pri'or
wid'ow	gi'ant ess	count'ess	pri'or ess

LESSON 81.

fam'ine	con cede'	ex plode'	ex change'
sim'mer ing	neph'ew	fer'ule	eighth
glimpse	com mit'tee	clutched	flim'sy
gri mace'	wick'ed ly	depth	im'age
scab'bard	vile'ly	up'per most	ti'di ness

LESSON 82.

"Even the vapor of your own breath has become rigid and still on the window-pane, frozen into delicate patterns like fern-leaves of ice. All this water was yesterday flowing busily, or falling drop by drop, or floating invisibly in the air. Now it is fixed and motionless. It has been seized and bound by the frost-giant, who holds it in his grip, and will not let it go. But wait awhile. Presently the brave, patient sun will appear."

va'por	win'dow-pane	fern'-leaves	frost'-gi ant
breath	del'i cate	pa'tient	in vis'i bly
be come'	pat'terns	seized	float'ing
a while'	rig'id	fall'ing	pres'ent ly

LESSON 83.

[Words occurring in the study of arithmetic.]

mul ti pli ca'tion	mul'ti ply	right'-hand	proc'ess
mul ti pli cand'	div'i dend	left'-hand	prob'lem
mul'ti pli er	di vi'sor	prod'uct	so lu'tion
mul'ti plied	quo'tient	par'tial	re sult'
mul'ti ply ing	fac'tors	hor i zon'tal	an nexed'

LESSON 84.

hos'tile	in sip'id	house'wife	sep'a rate
in'so lent	ha'zel-nut	slug'gish	hom'i ny
in'so lence	rash'ly	hov'el	sluice
tar'di ness	pay'ment	ten'e ment	hick'o ry
waived	gun'pow der	squall'y	tep'id
scoun'drel	plat'form	drift'wood	fla'vor

LESSON 85.

"Then the dull, dismal, leaden sky will melt before him, and the sunbeam will softly kiss the frozen water and set it free. Then the brook will go rippling and murmuring on again, the frost-drops will be shaken down from the trees, the moisture will trickle down the window-pane, and in the bright, warm sunshine all will be life and beauty again."

beau'ty	dis'mal	sun'beam	rip'pling
shak'en	lead'en	soft'ly	a gain'
mur'mur ing	moist'ure	dull	frost'-drops

LESSON 86.

con vey'ing	truck	mer'chan dise	bran'dy
asth'ma	cy'clone	whis'key	croup
ca tarrh'	cream	qui nine'	a'gue
cam'phor	mag ne'si a	tor na'do	ip'e cac
skel'e ton	mil'i ta ry	con gealed'	ca det'

A —— is a vehicle for —— heavy ——. —— is a kind of spirit made from barley, rye, and some other grains; —— is made from wine. ——, ——, ——, and —— are names of diseases. ——, ——, ——, and —— are names of medicines. The —— and the —— are terrible whirling winds. Ice-cream is —— —— and sugar. A student in a —— school is called a ——. The bones of a body form its ——.

LESSON 87.

ro bust'	glu'ey	rec ol lect'	grist'mill
scythe	fop'pish	tam bou rine'	sloth'ful
spouse	taught	gawk'y	gar'bage
a wry'	mor'bid	sketched	fat'tened
div'ing-bell	grav'el ly	skew'er	hor'ror

LESSON 88.

"I live to learn their story,
Who suffered for my sake;
To emulate their glory,
And follow in their wake;
Bards, patriots, martyrs, sages,
The noble of all ages,
Whose deeds crown history's pages,
And time's great volume make.
I live to hold communion
With all that is divine;
To feel there is a union
'Twixt nature's heart and mine."

em'u late	pa'ges	pa'tri ots	whose
glo'ry	vol'ume	mar'tyrs	a'ges
com mun'ion	bards	sa'ges	'twixt
his'to ry's	di vine'	un'ion	nat'ure's

LESSON 89.

prompt'ly	plac'id ly	jour'ney	dai'sy
car toon'	crab'bed	per ceiv'ing	scuf'fle
con clu'sion	sas'sa fras	shrewd	guessed
priv'i lege	hos'tler	gui tar'	chasm
li'chen	shoul'der	por'trait	screened

LESSON 90.

Ad'e laide	E li'za	Dor'cas	Ce'li a
De'li a	Ho no'ra	Mar'ci a	Lou ise'
Jo'se phine	Ja net'	Ro'sa	Pru'dence
Rho'da	Ma til'da	O liv'i a	Lu cin'da
La vin'i a	Em'e line	A me'li a	E liz'a beth

LESSON 91.

"Though poor the peasant's hut, his feasts though small,
He sees his little lot the lot of all;
Cheerful at morn, he wakes from short repose,
Breasts the keen air, and carols as he goes;
With patient angle trolls the finny deep,
Or drives his venturous ploughshare to the steep.
At night returning, every labor sped,
He sits him down the monarch of a shed;
Smiles by his cheerful fire, and round surveys
His children's looks, that brighten at the blaze;
While his loved partner, boastful of her hoard.
Displays her cleanly platter on the board."

peas'ant's	an'gle	vent'ur ous	bright'en
feasts	trolls	plough'share	blaze
breasts	fin'ny	re turn'ing	plat'ter
car'ols	mon'arch	sur veys'	re pose'
hoard	dis plays'	chil'dren's	clean'ly

LESSON 92.

DICTATION EXERCISE.

The *capitol* of the United States is in Washington, which is the nation's *capital*. The messenger took a *draught* of water when he had carried the *draft* to the bank. The brave *knight* rode the whole *night*. John put a *great* hod of coal in the *grate*. The *seller* of the goods stored them in a *cellar*. The man that sang *bass* is a *base* fellow. Fred *rode* a horse along the *road*, while his brother *rowed* a boat on the river. The clergyman did not think it *right* for him to perform the *rite*, but said he would *write* in regard to it.

LESSON 93.

"In all my wanderings round this world of care,
In all my griefs—and God has given my share—
I still had hopes, my latest hours to crown,
Amidst these humble bowers to lay me down;
To husband out life's taper at the close,
And keep the flame from wasting by repose.
I still had hopes, for pride attends us still,
Amidst the swains to show my book-learned skill;
And as an hare whom hounds and horns pursue
Pants to the place from whence at first she flew,
I still had hopes, my long vexations past,
Here to return—and die at home at last."

book'-learned	flame	lat'est	hus'band
pur sue'	share	a midst'	ta'per
whence	pride	at tends'	wast'ing
vex a'tions	pants	re turn'	whom

LESSON 94.

pen'al ty	re ject'	pre cede'	satch'el
ster'ile	re ceiv'ing	pro ceed'	pi a'nist
pre text'	sten'cil	buy'er	de spatch'
shov'el ling	prev'a lent	lib'er al	mes'sen ger
con di'tion	salve	tran'quil	smoul'der

LESSON 95.

Cor ne'li a	Je ru'sha	Hen ri et'ta	Di a'na
Jo an'na	Di'nah	Geor gi an'a	Fred er i'ca
Hul'dah	Cyn'thi a	Fi de'li a	Rox an'a
Dor'o thy	Eu'nice	Eu ge'ni a	The re'sa
El'e a nor	Hes'ter	El vi'ra	Pa'tience

LESSON 96.

im pos'si ble	in'dus try	in'do lence	dis re gard'ed
fash'ion a ble	com plaint'	coun'sel	un cer'tain
doubt'ful	worse	home'spun	con tent'ment
ea'si er	ex'e cute	sword	wrought
lux'u ry	strife	sheathed	ap par'el

It is —— to please everybody. —— in —— clothes is better than —— in —— ——. Try not to give cause of —— to any one. Good —— is too often ——. A —— friend is —— than an open enemy. Life is ——. It is —— to plan than to ——. Quiet and —— in a cottage are better than —— and —— in a palace. "I will try" has —— wonders. The —— is —— in its scabbard.

LESSON 97.

peal, *a loud sound.*
peel, *to pare.*
mote, *a particle of matter.*
moat, *a ditch round a castle.*
jamb, *side piece of a door.*
jam, *to press closely.*
lapse, *flow.*
laps, *licks up.*
high, *elevated.*
hie, *to hasten.*
lain, *part. of the verb lie.*
lane, *a narrow street.*
key, *instrument by which to lock [or unlock.*
quay, *a wharf.*
mean, *contemptible.*
mien, *aspect.*

LESSON 98.

nui'sance	clown'ish	chas tise'	prob'ing
pet'u lant	les'sened	be fall'en	buz'zard
sniv'el ling	glean'ing	set tee'	cy'press
pal'sy	hum'drum	lat'ter ly	shield'ing
as sas'sin	con'tra ry	peev'ish	sa'vor y

LESSON 99.

REVIEW.

car'ried
strange'ly
sud'den ly
shat'tered
gnarled
fair'ies
wher'ev er
laun'dress
dredg'ing
pheas'ant
com'merce
vol ca'noes
for'eign
sal'a ble
glac'i er
prai'rie
med'i cine
i'ci cles
bach'e lor
fer'ule
pa'tri ots
shrewd
mon'arch
pur sue'
mes'sen ger
nui'sance
ap par'el
as sas'sin

squirmed
vil'lain
knoll
re view'ing
suit'a ble
quaint'ness
ped'ler
sneak'ing
tight'ly
aq'ue duct
bil'ious
crys'tal
scab'bard
ti'di ness
eighth
pa'tient
waived
scythe
sloth'ful
gawk'y
mar'tyrs
gui tar'
jour'ney
a midst'
re ceiv'ing
ea'si er
wrought
les'sened

change'a ble
seize
jun'ior
wel'fare
sys'tem
cur'rents
gen'u ine
though
bus'y
sad'dened
ban'quet
fam'ine
com mit'tee
con cede'
gri mace'
quo'tient
rip'pling
glu'ey
sep'a rate
com mun'ion
guil'ty
screened
plough'share
satch'el
pre cede'
pro ceed'
sheathed
ster'ile

LESSON 100.

"The more we study flowers, the more we find that their colors, scent, and curious shapes are so many baits and traps to entice insects to come to the flowers, and carry the pollen-dust from one to the other. The grasses, sedges, and rushes, which have such tiny flowers that you can scarcely see them, the insects do not deign to notice. Nor will you ever find bees buzzing round oak-trees, nut-trees, willows, elms, or birches. But on fragrant apple-blossoms, or the strongly scented linden-trees, you will find bees, wasps, and plenty of other insects."

baits	traps	en tice′	pol′len-dust
shapes	sedg′es	oak′-trees	nut′-trees
deign	buzz′ing	fra′grant	ap′ple-blos soms
strong′ly	scent′ed	wasps	lin′den-trees

LESSON 101.

[Words occurring in the study of form.]

curved	per pen dic′u lar	wave	tri′an gle
crook′ed	po si′tion	a cute′	square
spi′ral	par′al lel	ob tuse′	ob′long
slant′ing	ob lique′	width	sca lene′
ver′ti cal	e′qual ly	cube	rec′tan gle

LESSON 102.

mad′dened	na′vies	hil′lock	pu′ri fied
hate′ful ly	gor′mand	pam′phlet	cut′ler y
mud′di ness	hang′er-on	bi′ped	mum′my
lag′gard	junc′tion	has′sock	gar′lands
guar′di an	fu′ne ral	brogue	fes toons

LESSON 103.

"Some plants have a way of attracting the insects by their scent, which is quite as certain a guide. Notice the delicious odor that comes from a bed of mignonette, thyme, rosemary, mint, or sweet alyssum. You will be surprised to find how many white and dull-looking flowers are sweet-scented, while showy flowers, such as the tulip, foxglove, and hollyhock, have little or no scent. And then there are other flowers, like the lily, the rose, and the hyacinth, that have color, scent, and graceful shapes all combined."

hy'a cinth	tu'lip	hol'ly hock	fox'glove
sweet'-scent ed	mint	dull'-look ing	sur prised'
cer'tain	o'dor	at tract'ing	a lys'sum
rose'ma ry	show'y	mign o nette'	thyme

LESSON 104.

in'sult	con'trast	in'cense	con'sort
in sult'	con trast'	in cense'	con sort'
re'tail	es'cort	dis'count	con'verse
re tail'	es cort'	dis count'	con verse'
pre'fix	in'crease	suf'fix	fore'taste
pre fix'	in crease'	suf fix'	fore taste'
con'flict	sub'ject	reb'el	con'voy
con flict'	sub ject'	re bel'	con voy'

LESSON 105.

pro nounce'	sed'i ment	a sy'lum	met'tle some
ep'i cure	fi'brous	mod'es ty	for'ceps
hearse	sher'ry	sur'plus	crev'ic es
a dieu'	sore'ly	liv'er y	of'fal
gur'gling	lu'nar	mu'cil age	shrew'ish

LESSON 106.

"Wherever you see bright or conspicuous flowers, you may be quite sure that the bees or some other winged insects will come and carry their pollen for them. Snowdrops hanging their white heads among the green leaves, crocuses with their violet and yellow flowers, the gaudy poppy, the glaring sunflower, the flaunting dandelion, the pink willow-herb, the clustered blossoms of the mustard and turnip flowers, and the delicate little trefoil, all these are visited by insects."

con spic'u ous	winged	snow'drops	cro'cus es
vi'o let	flaunt'ing	gau'dy	pop'py
sun'flow er	clus'tered	dan'de li on	tre'foil
wil'low-herb	vis'it ed	mus'tard	glar'ing

LESSON 107.

lax, *loose.*
lacks, *wants.*
oh, *an exclamation.*
owe, *to be indebted to.*
wrote, *did write.*
rote, *repetition of words.*
choir, *a band of singers.*
quire, *twenty-four sheets.*
row, *to propel with oars.*
roe, *eggs of fish.*
plate, *a shallow vessel.*
plait, *to fold.*
slew, *killed.*
slue, *to turn.*
ring, *to sound.*
wring, *to twist.*

LESSON 108.

pro bos'cis	in ter rupt'	dun'geon	al'oes
gyp'sies	ig nite'	craunch'ing	for'feit
shrieked	som'er set	stom'ach	fis'sure
skulk'ing	dif'fi dent	brawn'y	gaunt
grime	col'umn	blud'geon	jaunt'y

LESSON 109.

"The curfew tolls the knell of parting day;
The lowing herd winds slowly o'er the lea;
The ploughman homeward plods his weary way,
And leaves the world to darkness and to me.

"Now fades the glimmering landscape on the sight,
And all the air a solemn stillness holds,
Save where the beetle wheels his droning flight
And drowsy tinklings lull the distant folds."

cur'few	wheels	glim'mer ing	dron'ing
tolls	flight	land'scape	lea
part'ing	plough'man	dark'ness	wea'ry
low'ing	home'ward	sol'emn	lull
knell	tink'lings	still'ness	slow'ly

LESSON 110.

fur'ni ture	oc'cu pied	pro vok'ing	o beyed'
i'roned	thresh'old	pre cise'ly	lis'tened
de formed'	pin'cers	court'ly	dis pleas'ing
arch'er y	grid'i ron	bal'ance	en rolled'
des sert'	irk'some	screech'-owl	heart'i ly

LESSON 111.

E li'hu	Nich'o las	Lu'ci us	Chris'to pher
Fe'lix	Jon'a than	Jo'tham	Ho ra'ti o
E'noch	Le'o pold	I sa'iah	Fred'er ick
Ju'li us	E'phra im	Pe'leg	Ich'a bod
U ri'ah	Fer'di nand	E li'sha	Eb e ne'zer

LESSON 112.

mul'ti tude	coun'sel lors	fau'cet	spig'ot
di'a mond	pe cul'iar	liq'uor	com'pound
log'wood	dye'ing	lus'tre	al loy'
heav'i est	tar'nish es	bright'ness	coins
sit u a'tion	du'ra·ble	al loyed'	hard'est

In a —— of —— there is safety. A —— is a pipe or spout with a ——, and is used in drawing —— from a cask. The —— is the —— of all substances, and has a —— ——. —— is a dark, heavy wood, and is used in ——. Gold is one of the —— of the metals. It never ——, but retains its —— in every ——. A —— of two or more metals is called an ——. Gold and silver —— are —— with copper, which makes them harder and more ——.

LESSON 113.

The gardener planted the *rose*-bushes in *rows*. The seamstress did not *seem* to notice that the *seam* was crooked. The boy tried to *pare* a *pear* with a *pair* of scissors. She is so *weak* that she will not be out for a *week*. They had *some* money, but it was a very small *sum*. The hunters tied *their* horses *there* by the roadside. There is *need* that the cook should *knead* the dough.

LESSON 114.

tab leaux'	grad'u ate	re veille'	mu se'um
splen'dor	mea'gre	tat too'	pal'lid
pom'pous	luke'warm	wam'pum	guf faw'
rev'elled	sum'mon	con trib'ute	du'ti ful
pith'i ly	sched'ule	hos'pi tal	im'pi ous
jas'mine	vac'u um	de'cen cy	wee'vil

LESSON 115.

"Life is everywhere: on the earth, in the earth, crawling, creeping, burrowing, boring, running, and leaping. If the coolness of the wood tempt us to saunter into its shadowy recesses, we are saluted by the murmur of insects, the twitter of birds, the scrambling of squirrels, the startled rush of unseen beasts, all telling how populous is this seeming solitude. Nature is bursting at every pore with life. Around us, above us, beneath us, the thrilling drama of creation is being forever enacted."

crawl'ing	cool'ness	scram'bling	seem'ing
creep'ing	saun'ter	un seen'	burst'ing
bur'row ing	shad'ow y	pop'u lous	thrill'ing
bor'ing	re cess'es	pore	dra'ma
tempt	sa lut'ed	sol'i tude	en act'ed

LESSON 116.

re served'	ap pre'ci ate	cro chet'	hair'breadth
se date'ly	de spond'ent	triv'i al	hare'brained
ac count'ant	in hu'man	pres'ence	ar ri'val
dis gust'ing	sen'si ble	re past'	hoax
mirth'ful	rec re a'tion	mil'li ner	pe ru'sal

LESSON 117.

[Words occurring in the study of form.]

el lipse'	sem'i cir cle	sec'tor	a'pex
cres'cent	o'val	sphe'roid	con'i cal
cyl'in der	cone	con'cave	cu'bi cal
el lip'ti cal	ra'di us	con vex'	prism
³i men'sions	quad'rant	spher'i cal	pyr'a mid

LESSON 118.

crisp'ness	pon'dered	av a lanche'	sti let'to
un stead'y	en'tries	con vey'ance	ec cen'tric
def'i nite	grop'ing	con'tact	ed'i fice
an'a lyze	pack'ag es	cra'zy	bay'ou
pre'vi ous ly	bi en'ni al	speech'less	ep'i taph

LESSON 119.

"Meanwhile, impatient to mount and ride,
Booted and spurred, with a heavy stride,
On the opposite shore walked Paul Revere;
Now he patted his horse's side,
Now gazed at the landscape far and near;
Then, impetuous, stamped the earth,
And turned and tightened his saddle-girth;
But mostly he watched with eager search,
The belfry tower of the Old North Church,
As it rose above the graves on the hill,
Lonely and spectral and sombre and still."

mean'while	walked	stamped	bel'fry
im pa'tient	gazed	tight'ened	lone'ly
boot'ed	im pet'u ous	sad'dle-girth	spec'tral
spurred	mount	watched	som'bre
heav'y	horse's	stride	most'ly

LESSON 120.

shriv'elled	ar'te ries	in'stinct	ea'sel
dan'druff	ma'ni ac	spi ræ'as	cha'os
cour'te ous	worst	nup'tials	pu'trid
pon toons'	con struct'	rus'tic	chyle
knee'-high'	hence'forth	ha'zi ness	chyme

LESSON 121.

"All our motions are produced by means of muscles. We cannot masticate our food, draw our breath, or move our limbs without the employment of numerous muscles. It is by their agency that the farmer cultivates his fields, the mechanic wields his tools, the sportsman pursues his game, the orator gives utterance to his thoughts, the musician touches the keys of the piano, and the young engage in pastime or adventure."

mus'cles	pro duced'	em ploy'ment	sports'man
mas'ti cate	en gage'	a'gen cy	pur sues'
ut'ter ance	wields	cul'ti vates	game
ad vent'ure	mu si'cian	touch'es	or'a tor

LESSON 122.

reck, *to heed.*
wreck, *ruin.*
fawn, *a young deer.*
fawn, *to flatter.*
faun, *a rural deity.*
rap, *to strike.*
wrap, *to cover.*
step, *a pace.*
steppe, *a vast plain.*
groan, *a deep sigh.*
grown, *increased.*
lie, *to recline.*
lye, *water drained through ashes.*
lie, *to tell a falsehood.*
man'tle, *a cloak.*
man'tel, *a shelf.*
pier, *a wharf.*
peer, *an equal.*

LESSON 123.

a byss'	con'science	di'a ry	mov'a ble
frag'ile	lun'cheon	ab'sence	la'belled
po lice'	vis'ion	bod'ice	for'eign er
ad vis'er	dumb'ness	se'cre cy	tor pe'does
pro ces'sion	dai'ry	sen'ti nel	whirl'i gig

LESSON 124.

sher'iff	sub'sti tute	gib'bet	ac cu'mu late
smug'gler	prej'u dice	crim'i nal	sur ren'der
al li'ance	con ven'ience	sig'na ture	grave'ly
at tached'	shroud'ed	e lapsed'	scav'en ger
pre co'cious	ex plor'ing	her'o ine	nig'gard ly

LESSON 125.

balk'y	Pe ru'	be decked'	stub'born ly
al pac'a	zeph'yr	com plex'ion	withe
back'ward	waltz	med'als	blonde
brag'gart	balm'y	bru nette'	pli'a ble
wil'ful ly	bind'ing	fag'ots	be span'gled

A —— is a vain, boastful person. The ——, from whose wool a fine cloth of that name is made, is a native of ——. The —— is a kind of whirling dance. A woman having dark eyes and a dark —— is a ——; one who is very fair, with light blue eyes, is a ——. Bronze, of which —— are made, is an alloy of copper and tin. A —— is a —— twig used as a band. Withes are used in —— ——. A —— is a gentle, —— wind. A horse that —— and —— refuses to move forward or —— is said to be ——. The fields are —— with flowers. The sky is —— with stars.

LESSON 126.

fric as see'	ga zette'	free'dom	nymph
launched	haunt	knurl'y	myth
fea'si ble	jag u ar'	moc'ca son	niche
naugh'ty	jo cose'	mor'tise	ooze
ghast'ly	catch'up	a'mi a ble	vied

LESSON 127.

"Labor is health! Lo, the husbandman reaping,
How through his veins goes the life-current leaping!
How his strong arm in its stalwart pride sweeping,
True as a sunbeam the swift sickle guides.
Labor is wealth! In the sea the pearl groweth;
Rich the queen's robe from the soft cocoon floweth;
From the small acorn the strong forest bloweth;
Temple and statue the marble block hides."

la'bor	hus'band man	grow'eth	veins
health	life'-cur rent	a'corn	sweep'ing
guides	stal'wart	stat'ue	sic'kle
blow'eth	flow'eth	for'est	queen's

LESSON 128.

stayed, *remained.*
staid, *sober.*
freeze, *to congeal.*
frieze, *a coarse woollen cloth.*
crews, *sailors.*
cruise, *a voyage.*
fort, *a fortified place.*
forte, *what one excels in.*
leak, *to ooze out.*
leek, *a kind of onion.*
gild, *to cover with gold.*
guild, *a society.*
borne, *carried.*
bourn, *a boundary.*
brood, *offspring.*
brewed, *did brew.*

LESSON 129.

tu i'tion	in quir'ing	blus'ter ing	block ade'
re'cent ly	con tin'ue	salt'-rheum	hal loo'
thick'et	twee'zers	for'feits	san'guine
be friend'	squeam'ish	col la'tion	dis liked'
as sist'ance	re hears'al	de serv'ing	sap'phire

LESSON 130.

The *baboon* is a *species* of monkey, and is a *native* of western Africa. Its *vivid* colors are hardly *equalled* even by the *gorgeous plumage* of tropical birds. Its cheeks are blue, its *muzzle* bright scarlet, and a *stripe* of crimson runs along its nose. The *greenish* color of the hair is caused by *alternate* bands of yellow and black, which are on each hair. The *American* monkey is found *exclusively* in South America. Its tail is *capable* of being used for every purpose to which the hand can be *applied*. The *marmoset* is a small monkey. It is *extremely sensitive* to cold. When *chilly* it is in the habit of *nestling* in the materials of its bed.

LESSON 131.

quar'rel some	peace'a ble	sur'plice	nau'se a
cos tume'	pyg'my	qualm'ish	scar'let
or'i fice	re prieve'	gal'ler y	nav'i ga ble
af fec'tion ate	en'trance	spright'ly	nan keen'
pa'tri arch	ear'nest ly	in'ti mate ly	neg'li gence

LESSON 132.

E ze'ki el	Eus'tace	Zeb a di'ah	E ras'tus
Cor ne'li us	Jef'frey	Bar thol'o mew	Ho se'a
Na than'a el	E'than	Jer e mi'ah	E li'zur
Zach a ri'ah	To bi'as	Hum'phrey	God'frey

LESSON 133.

ju'bi lee	wain'scot	war'-whoop	par'a lyze
wasp'ish	prof'it a ble	jave'lin	loathed
ful filled'	joc'u lar	li'cense	wa'ver ing
wreathe	witch'craft	slip'per y	cord'ial
for bade'	o mis'sion	war'rant ed	wa'ri ly

LESSON 134.

REVIEW.

par'al lel
ob lique'
scent'ed
guar'di an
brogue
pu'ri fied
pam'phlet
hy'a cinth
a dieu'
sol'emn
mil'li ner
cyl'in der
du'ti ful
dye'ing
lus'tre
an'a lyze
cour'te ous
dan'druff
con'science
mov'a ble
prej'u dice
bru nette'
zeph'yr
peace'a ble
squeam'ish
wreathe
li'cense
pre co'cious

shrew'ish
mu'cil age
a sy'lum
gau'dy
choir
gyp'sies
shrieked
skulk'ing
dun'geon
des sert'
pyr'a mid
pres'ence
coun'sel lors
irk'some
fau'cet
av a lanche'
im pa'tient
rus'tic
lunch'eon
wields
naught'y
blonde
ghast'ly
neg'li gence
stat'ue
re hears'al
pyg'my
her'o ine

stom'ach
gaunt
brawn'y
jaunt'y
heart'i ly
tab leaux'
sched'ule
mea'gre
de'cen cy
saun'ter
cres'cent
thrill'ing
pe cul'iar
o beyed'
un stead'y
con vey'ance
ep'i taph
frag'ile
pur sues'
la'belled
launched
wil'ful ly
stal'wart
slip'per y
for'feits
ju'bi lee
hal loo'
par'a lyze

LESSON 135.

"The grizzly bear is the most terrible of all beasts. Its prodigious strength, its gigantic size, its ferocity, and its boldness render it a more formidable enemy than the lion. It ranges the westward slopes of the Rocky Mountains, and is a cause of constant dread to the regions it inhabits. The average length of the grizzly bear is about seven feet, and its weight about a thousand pounds, although much larger specimens have been killed in southern regions."

griz'zly	dread	gi gan'tic	fe roc'i ty
bold'ness	ren'der	for'mi da ble	rang'es
in hab'its	av'er age	spec'i mens	west'ward
south'ern	slopes	pro dig'ious	size

LESSON 136.

can'vas, *a coarse cloth.*
can'vass, *to discuss.*
bold'er, *braver.*
bowl'der, *a large stone.*
bur'row, *to excavate a hole in the ground.*
bor'ough, *a corporate town.*
sen'ior, *elder.*
seign'ior, *a lord.*
eye'let, *a small hole.*
isl'et, *a small island.*
ce're al, *any edible grain.*
se'ri al, *relating to a series.*
cal'en der, *a machine for smoothing cloth.*
cal'en dar, *an almanac.*
in dite', *to write.*
in dict', *to accuse.*

LESSON 137.

ner'vous	clar'i net	nine'teenth	col'lege
neu'tral	zeal'ot	nine'ti eth	ma'zy
kins'folk	rum'mage	ninth'ly	naph'tha
yearn'ing	nox'ious	cha rades'	ni'tre
per se vere'	ve'hi cle	po lice'	pi az'za

LESSON 138.

"The resolute daring of the grizzly bear, and its entire confidence in its strength, are evident from the fact that it will not hesitate to attack a whole herd of buffaloes. Hunters tell many stories of sharp contests between grizzlies and buffaloes. The bear prowls by the side of the herd for a time, then rushes on its victim, and, with one blow, fells it to the ground. The other buffaloes may come to the rescue of their comrade, but the powerful grizzly is commonly more than a match for them all, and instances are rare when the ferocious beast has been driven to crawl away defeated."

fe ro'cious	hes'i tate	griz'zlies	com'rade
res'o lute	forced	prowls	com'mon ly
con'fi dence	hunt'ers	vic'tim	match
ev'i dent	con'tests	fells	in'stan ces
dar'ing	buf'fa loes	res'cue	de feat'ed

LESSON 139.

king'dom	heir'ess	kid'napped	deaf'en ing
strik'ing	shift'less	im pu'ri ties	cav'erns
poig'nant	na'sal	nov'el ty	prac'ti cal
striv'ing	ed'dy ing	un stint'ed	ul'cer ate
im mense'	dire'ful	guest	horde

LESSON 140.

A de'li a	Ar a bel'la	Bar'ba ra	Be'a trice
Cath'a rine	Clem en ti'na	Con'stance	Cor de'li a
Try phe'na	Try pho'sa	So phro'ni a	Se li'na
Pris cil'la	Phyl'lis	Pe nel'o pe	Pau li'na
Oc ta'vi a	Me het'a bel	Lu cre'ti a	Le o no'ra

LESSON 141.

"The claws of the fierce grizzly are much valued as ornaments by the Indians. To wear a necklace of bear's claws is one of the highest aspirations of an Indian brave; for if he is thus decorated, his bravery and superior strength are acknowledged by his whole tribe. An Indian will sell his horses, blankets, everything he possesses, but nothing can induce him to part with his bear-claw necklace, which distinguishes him as an invincible warrior. To obtain this coveted prize he will run the most extreme risks."

val'ued	neck'lace	ac knowl'edged	as pi ra'tions
war'rior	bear's	pos ses'ses	dec'o ra ted
risks	bra've ry	in duce'	dis tin'guish es
cov'et ed	su pe'ri or	fierce	in vin'ci ble

LESSON 142.

[Words occurring in the study of arithmetic.]

cur'ren cy	av oir du pois'	frac'tion	in'te gral
re duc'tion	a poth'e ca ries'	fac'tor ing	com plex'
com pos'ite	sur vey'or's	frac'tion al	al'i quot
de nom'i nate	nu'mer a tor	re cip'ro cal	lin'e ar
can cel la'tion	de nom'i na tor	su per fi'cial	mul'ti ple

LESSON 143.

pit'tance	sug ges'tion	treat'ise	ledg'er
pac'i fies	shel lac'	ter'race	pla card'ed
ab'scess	spasm	ca price'	i de'al
a ghast'	scaf'fold	chron'ic	vouch'er
de crep'it	be witched'	pon'iard	grad'u al ly

LESSON 144.

"Though I *speak* with the tongues of men and of *angels*, and have not *charity*, I am become as *sounding* brass or a tinkling *cymbal*. And though I have the gift of *prophecy*, and understand all *mysteries* and all *knowledge*, and have not charity, I am *nothing*. A soft answer *turneth* away wrath, but *grievous* words *stir* up anger. Hear the *instruction* of thy father, and *forsake* not the law of thy mother. Blessed are the poor in spirit, for theirs is the *kingdom* of heaven. Blessed are they that *mourn*, for they shall be *comforted*. Blessed are the *meek*, for they shall *inherit* the earth. Blessed are the *merciful*, for they shall obtain *mercy*."

LESSON 145.

"More precious than the honeyed dew,
From flowers distilled of saffron hue,
Of rosy tint, or azure blue,
Are gentle words.

"Sweeter than music's hallowed strains,
To cheer old age when memory wanes,
And lull to rest its aches and pains,
Are gentle words.

"Holy as friendship's gifted name,
Burning with bright unquivering flame,
That on through time remains the same,
Are gentle words."

hon'eyed	hal'lowed	ho'ly	sweet'er
dis'tilled	mem'o ry	mu'sic's	burn'ing
saf'fron	aches	gift'ed	un quiv'er ing
'zure	ro'sy	wanes	friend'ship's

LESSON 146.

strait'ened, *confined.*
straight'ened, *made straight.*
pen'dent, *hanging.*
pen'dant, *that which hangs.*
in vade', *to encroach on.*
in veighed', *railed against.*
sig'net, *a seal.*
cyg'net, *a young swan.*
cham pagne', *a kind of wine.*
cham paign', *open country.*
sut'ler, *a camp-follower.*
subt'ler, *more cunning.*
com'pli ment, *delicate flattery.*
com'ple ment, *that which fills up.*
ces'sion, *a surrender of rights.*
ses'sion, *time of sitting.*

LESSON 147.

e clipse'	feath'ered	sap'phire	rhi noc'e ros
ex'qui site	cap'tive	to'paz	em'er ald
wounds	vic to'ri ous	in tense'	sur'geon
me nag'e rie	mu'si cal	ru'by	en chant'ing
lieu ten'ant	pho'to graphs	com mand'er	tel'e scope

The —— in a —— state may sometimes be seen in a ——. All the thrushes are —— birds, but the brown thrush is one of the most —— of —— songsters. The ——, the ——, the ——, and the —— are gems of —— beauty. —— of the sun's flames are taken through a —— in an ——. The colonel suffered —— pain while the —— dressed his ——. In his absence the —— troops pushed forward with a —— as their ——.

LESSON 148.

cu ri os'i ty	sau'ci ly	cer'tain ly	im'pu dence
gest'ures	ar'du ous	brooch'es	con sent'ed
laugh'a ble	busi'ness	sin cere'ly	pray'er
tas'sels	coughed	as kance'	phy si'cian
west'ern	al read'y	af fair'	mis'chiev ous

LESSON 149.

"'*Lying rides on debt's back.*' This maxim means that the man who thoughtlessly or recklessly incurs debts that he is unable to pay is at first mortified to encounter his creditor; then he is compelled to invent pitiful excuses for his default, and to apologize for it; and, finally, he becomes so harassed and perplexed that he has recourse to downright falsehood. Thus lying, to which the humiliated debtor is almost inevitably driven, may truly be said 'to ride on debt's back.'"

debt's	thought'less ly	un a'ble	in vent'
in curs'	reck'less ly	mor'ti fied	pit'i ful
re course'	a pol'o gize	en coun'ter	ex cus'es
debt'or	per plexed'	cred'i tor	de fault'
har'assed	in ev'i ta bly	hu mil'i a ted	fi'nal ly

LESSON 150.

[Words occurring in the study of arithmetic.]

dec'i mal	per cent'age	com put'ing	prom'is so ry
tenths	com mis'sion	rev'e nue	as sess'ment
hun'dredths	bro'ker age	poll'-tax	en dors'er
thou'sandths	in sur'ance	in'voice	ne go'ti a ble
mil'lionths	pre'mi um	pay ee'	en dorse'ment

LESSON 151.

bond'age	dis ap point'	thronged	cov'et ous
re flect'	lu'di crous	squad'ron	blem'ish
be lief'	val'iant	mount'ing	rogu'er y
[illegible]'ful	dis a gree'a ble	steed	u ten'sil
[illegible]ript	brain'-fe ver	fer til'i ty	stat'ure

LESSON 152.

"Alas!" exclaimed a venerable sage, "how narrow is the utmost extent of human science! How circumscribed the sphere of intellectual exertion! I have spent my life in acquiring knowledge; but how little I really know! The farther I attempt to penetrate the secrets of nature, the more I am bewildered and benighted. Beyond a certain limit, all is only confusion or conjecture."

ven'er a ble	ex tent'	cir'cum scribed	ex er'tion
pen'e trate	a las'	in tel lect'u al	far'ther
ac quir'ing	lim'it	be wil'dered	at tempt'
con ject'ure	sci'ence	be night'ed	con fu'sion

LESSON 153.

od'di ties	pal'a ta ble	in'va lid	bomb'shell
ar'se nic	has'tened	thumb'screw	si'phon
strych'nine	re fu'sal	con trolled'	can'did ly
cem'e ter y	sli'my	bill'iards	dul'ness
ba rouche'	drain'age	squal'id	af'fa ble

LESSON 154.

Some *rainless* countries are *fertilized* by *irrigation*. A *meteor* is a *fiery* or *luminous* body that is *occasionally* seen moving rapidly through the *atmosphere*. The true soldier never *shirks* his duty, and is always *courageous* in battle. The *vulture* is a huge bird, and feeds on *carrion*. Small *destructive* animals or insects are called *vermin*. The *unicorn* is a *fabulous* animal having one horn growing out of its forehead. Grain is *winnowed* in order to drive off the *chaff*. The *whiffletree*, the *thills*, and the *axle* are parts of a carriage.

LESSON 155.

"The advantage of the learned over the ignorant consists in having ascertained how little is to be known. What, then, have I gained by my laborious researches, beyond a humbling conviction of my weakness and ignorance? How little has man, in his best condition, of which to boast! What consummate folly for him to glory in his contracted abilities, or to value himself on his imperfect acquirements!"

ad van'tage	weak'ness	as cer tained'	fol'ly
re search'es	hum'bling	boast	con tract'ed
ig'no rance	learn'ed	con sum'mate	a bil'i ties
la bo'ri ous	con vic'tion	im per'fect	ac quire'ments

LESSON 156.

ad ja'cent	tur'ban	am'bu lance	prom e nade'
po'rous	re signed'	quell	pri'va cy
que'ry	ro sette'	jan'i tor	lan'guid
rav'en ous	where'a bouts	dis miss'ing	up'start
chris'ten ing	al'co hol	do na'tion	joc'und
wan'ton ly	cir'cuit	jus'tice	an'guish

LESSON 157.

The left-hand side of a ship when one stands *fronting* the bows is called *larboard;* the right-hand side is called *starboard. Leeward* is the direction towards which the wind blows; *windward* is the direction from which it comes. *Brethren* is one of the plurals of brother; *pease* is one of the plurals of pea; and *pence* is one of the plurals of *penny.* A *mattress* is a *quilted* bed, *stuffed* with hair or other soft material instead of feathers.

LESSON 158.

reg'i ment	em bank'ment	com'pa nies	oc ta'vo
im paired'	bat tal'ion	ar ti fi'cial	lev'ee
pres'sure	trans mit'	du o dec'i mo	quar'to
dra mat'ic	com'e dies	coch'i neal	do'tard
trag'e dies	per form'ances	op'e ras	tinct'ure

A —— usually consists of ten ——. A —— is any number of companies from two to ten. A dike or —— is an —— —— to prevent a river from overflowing. A book whose sheets are folded so that each makes four pages is a ——; folded so as to make eight pages, is a ——; folded so as to make twelve pages, is a ——. A person whose mind is —— by reason of old age is called a ——. Liquids —— —— equally in every direction. The brilliant —— consists of dried insects, and is used as a scarlet dye or ——. The principal —— —— are ——, ——, farces, and ——.

LESSON 159.

whim'si cal	dis tress'ing	per mis'sion	fraud'u lent
war'bling	daunt'ed	fren'zy	ill-tem'pered
jew'el ry	ca reer'	an'ec dote	ex trav'a gant
in'di gent	va'cant	vac'ci nate	vi'cious
blame'less	vi tal'i ty	symp'toms	wig'wam
an'ces tors	ju di'cious	wrong'-do er	a mends'

LESSON 160.

Law'rence	Ne he mi'ah	Syl ves'ter	Mau'rice
Zach'a ry	Mar cel'lus	Thad'de us	Sim'e on
Al phe'us	Al ex an'der	Zac che'us	Syl va'nus
Jo si'ah	O ba di'ah	Se bast'ian	An'tho ny
Ar'te mas	Le an'der	Is'ra el	Na'hum

LESSON 161.

"The house wren is readily recognized by his sober, brown colors, erect tail, and sprightly but shy habits. He is ingenious and industrious, and is not discouraged by obstacles. When he undertakes to build his nest in a hollow tree, and finds the opening too large, he makes it smaller by constructing a barricade of interwoven twigs. Then he arranges a compact, well-woven nest in the midst of them."

in gen'ious	o'pen ing	bar ri cade'	com pact'
in dus'tri ous	un der takes'	in ter wov'en	wren
dis cour'aged	con struct'ing	ar rang'es	so'ber
ob'sta cles	rec'og nized	well-wov'en	midst

LESSON 162.

law'yer	use'ful ly	so'ci a ble	quiv'er ing
re pair'	suf'fo cate	way'ward	up'roar
vi'o lence	af'ter wards	wag'gish	dis guise'
jin'gled	ac cus'tomed	un ru'ly	cit'i zen
res'cued	sus pi'cious	dole'ful	ma jor'i ty

LESSON 163.

U nit'ed States	Mas sa chu'setts	New Jer'sey
Maine	Rhode Isl'and	Penn syl va'ni a
New Hamp'shire	Con nect'i cut	Del'a ware
Ver mont'	New York	Ma'ry land

LESSON 164.

knap'sack	pen'non	with hold'	her'mit age
stand'ards	ban'ners	a lac'ri ty	ab'sti nence
jo'vi al	ra'tions	wake'ful	ac com'plice
a droit'ly	fiend'ish	nar'row ly	jug'gler y
pen'nant	singe'ing	trench'es	eigh'ti eth

LESSON 165.

Prairies are *vast*, *treeless* plains *covered* with grass. A *hymn* is a song of praise or *thanksgiving*. There are three miles in a *league*. A person who is *skilful* in the art of building is called an *architect*. *Columbus*, *exhausted* by *disease*, toil, and *anxiety*, died in ignorance of the real *magnitude* of his discovery. The *partridge* is never found far from human *habitations*. Only weak and *superstitious* people believe in the *existence* of *ghosts*, *spectres*, *goblins*, and similar *fictitious* beings. The commander of a regiment is called a *colonel*.

LESSON 166.

drear'i ly	sim'i lar	rhymes	bloat
wea'ri ly	in hale'	burg'lars	float
yeo'man	stud'ded	ran'sacked	draw'ers
foe'man	vers'es	ex hale'	slop'ing
sum'mits	sin'gle	sub stan'tial	com mo'di ous

Lines or —— ending with —— sounds are called ——. A rhyme may consist of —— syllables, as —— and ——; of two syllables, as —— and ——; or of three syllables, as —— and ——. The —— —— the —— of the bureau. We —— air when we draw it into our lungs, we —— it when we drive it out. The —— sides and —— of our hills are —— with —— and —— dwellings.

LESSON 167.

[Words occurring in the study of grammar.]

gram'mar	or thog'ra phy	et y mol'o gy	in flec'tions
pros'o dy	clas si fi ca'tion	gram mat'i cal	de clen'sion
pro'noun	prep o si'tion	con junc'tion	syn'tax
ad jec'tive	in ter jec'tion	com par'i son	va ri a'tions

LESSON 168.

REVIEW.

av'er age
ce're al
se'ri al
res'cue
poig'nant
ac knowl'edged
grad'u al ly
friend'ship's
lieu'ten ant
laugh'a ble
al read'y
a pol'o gize
hun'dredths
val'iant
sci'ence
ba rouche'
ad ja'cent
prom e nade'
lan'guid
coch'i neal
jew'el ry
vac'ci nate
res'cued
in gen'ious
use'ful ly
fiend'ish
yeo'man
drear'i ly

spec'i mens
nine'teenth
nine'ti eth
ninth'ly
guest
ab'scess
chron'ic
e clipse'
sur'geon
busi'ness
har'assed
pit'i ful
rev'e nue
rogu'er y
cem'e ter y
drain'age
ro sette'
pri'va cy
press'ure
lev'ee
daunt'ed
symp'toms
so'ci a ble
dis guise'
knap'sack
singe'ing
rhymes
sub stan'tial

pro dig'ious
yearn'ing
fe ro'cious
buf'fa loes
bra've ry
scaf'fold
saf'fron
me nag'e rie
tas'sels
phy si'cian
debt'or
fi'nal ly
squad'ron
ac quir'ing
dul'ness
re search'es
cir'cuit
joc'und
com'e dies
tinct'ure
ju di'cious
fraud'u lent
rec'og nized
sus pi'cious
ac com'plice
gram'mar
eigh'ti eth
ab'sti nence

LESSON 169.

"The most beautiful thing I have ever seen at sea is the trail of a shoal of fish through the water sparkling with phosphorus. It is like a flight of silver rockets, or the streaming of northern lights through that silent nether heaven. I had thought before that nothing could go beyond that rustling star-foam which was churned up by our ship's bows, or those eddies and disks of dreamy flame that rose and wandered out of sight behind us. But there was something finer in the apparition of the fish, as they turned up in gleaming furrows the moonshine which the ocean seemed to have hoarded against these moonless nights."

ed'dies	north'ern	dream'y	fur'rows
shoal	neth'er	wan'dered	hoard'ed
rock'ets	trail	ap pa ri'tion	moon'shine
fin'er	churned	stream'ing	star'-foam
rust'ling	disks	phos'pho rus	moon'less

LESSON 170.

cat'a logue	fis'sure	dis or'der	con vinced'
knav'er y	vague	mar'tial	bru'tal ly
hear'ken	vi'brates	feigned	till'age
thor'ough ly	su perb'ly	droll'er y	skir'mish
pal'try	a loof'	mar'riage	cen'sured

LESSON 171.

i'tem ize	as ton'ish ing	the'a tre	per se ver'ing
tes'ti fies	plau'si ble	sur pris'ing	act'u al ly
om'i nous	em'pha sis	cow'ard ice	nar cis'sus
per'jured	e lec'tion	jour'nal	flour'ish
sleight	sub sist'ed	un grate'ful	af fec'tion

LESSON 172.

"I *beseech* you that ye walk *worthy* of the *vocation wherewith* ye are called, with all *lowliness* and meekness, with *long-suffering, forbearing* one another in love; *endeavoring* to keep the *unity* of the spirit in the bond of peace. Let all *bitterness*, and *wrath*, and *anger*, and *clamor*, and *evil-speaking* be put away from you, with all *malice*."

LESSON 173.

fur'lough	pa trol'ling	em bar'rassed	hyp'o crite
treach'er ous	chal ced'o ny	au'thor ize	em phat'ic
ar o mat'ic	cov'et ous	in'fa my	re ceipt'
wist'ful ly	brev'i ty	mas'sa cre	smit'ten
jeop'ar dy	'co quette'	cas'u al ly	es pied'
il lu'sion	dex'ter ous	ex empt'	prof'it less

LESSON 174.

o'ver flow	coun'ter mand	in'ter change	rep'ri mand
o ver flow'	coun ter mand'	in ter change'	rep ri mand'
in'ter dict	o'ver throw	coun'ter sign	coun'ter march
in ter dict'	o ver throw'	coun ter sign'	coun ter march'
o'ver match	coun'ter mine	o'ver cast	o'ver charge
o ver match'	coun ter mine'	o ver cast'	o ver charge'

LESSON 175.

Vir gin'i a	North Car o li'na	Geor'gi a
Flor'i da	South Car o li'na	O hi'o
In di an'a	Il li nois'	Wis con'sin
Mich'i gan	West Vir gin'i a	Ken tuck'y
Mis sis sip'pi	Ar kan'sas	Kan'sas
Min ne so'ta	Lou is i a'na	Tex'as

LESSON 176.

"One hundred years have passed since the 'Boys of '76' shouldered their muskets and fought for their liberties. The sufferings, hatreds, and barbarities of that struggle, all have passed away; but the story of the struggle—the patriotism, the self-denial, the heroism, and devotion — will never be forgotten. After fighting more than seven years, after suffering untold hardships and privations, they obtained their liberties, established the United States as a nation, and secured to mankind a government of the people and for the people forever."

shoul'dered	ha'treds	bar bar'i ties	lib'er ties
de vo'tion	pa'tri ot ism	self-de ni'al	her'o ism
pri va'tions	un told'	es tab'lished	hard'ships
na'tion	man kind'	gov'ern ment	for got'ten

LESSON 177.

[Words occurring in the study of arithmetic.]

ra'ti o	in vo lu'tion	as cend'ing	di ag'o nal
an te ce'dent	ev o lu'tion	ar ith met'i cal	hy poth'e nuse
con'se quent	ex trac'tion	ge o met'ri cal	rad'i cal
se cu'ri ties	pro gres'sion	men su ra'tion	part'ner ship
con sign'ment	con sign or'	con sign ee'	ma tu'ri ty

LESSON 178.

dis grace'ful	har'assed	vag'a bond	for give'ness
hard-heart'ed	pu'tre fied	mi li'tia	in'ter est ing
old-fash'ioned	re dound'	pes'ti lence	im por'tance
out-stretched'	mir'a cle	cou'rier	com mand'er
neigh'bor hood	va'can cy	vaunt'ed	dis ap pear

LESSON 179.

A *sylph* is an *imaginary* being that is supposed to inhabit the air. There are some strokes of *calamity* that *scorch* and *scathe* the soul. A *microscope* is an optical *instrument* used in *examining* objects that are too *minute* to be seen by the naked eye. It *magnifies* and renders visible *exceedingly* small objects. Black pepper is made from the *pungent* berry of an *Asiatic* shrub; *cayenne* pepper is made from the fruit of the plant called *capsicum*. *Fossils* are substances that have become *petrified* after having long been *buried*.

LESSON 180.

gaunt'let	ar'gu ment	nom'i nal	an'te lope
ben'e fit ed	cham'pi on	ar'chives	bar'ri er
stol'id ly	brig'and	salt-pe'tre	a ban'doned
sul'ki ness	as sault'	bap'tize	bul'wark
chaste'ness	mus'ti ness	live li'ness	cat'e chism

LESSON 181.

[Words occurring in the study of grammar.]

sub'stan tive	col lect'ive	mas'cu line	neu'ter
nom'i na tive	pos ses'sive	fem'i nine	nu'mer al
in ter rog'a tive	ob ject'ive	dis trib'u tive	or'di nal
de mon'stra tive	pro nom'i nal	in def'i nite	per'son al
pos'i tive	com par'a tive	su per'la tive	rel'a tive

LESSON 182.

ha bit'u al ly	ex pres'sive	ruff'ian	gen e ra'tion
mar'ket a ble	pu'gi list	prod'i gy	pres'i dent
dic'tion a ry	ad he'sive	des'pot ism	re'al ize
ef fect'ive	de ci'sion	ten'den cy	spec'u late
mo'tion	pro mis'cu ous	de mon'strate	o ver pow'ered

LESSON 183.

"During our Revolutionary War a golden eagle had built its nest below one of the overhanging cliffs on Hudson River. A soldier, eager to pillage the nest, was lowered by his comrades, having suspended him by a rope placed round his body. When he reached the nest, he suddenly found himself furiously assailed by the eagle. In self-defence, he drew his knife and made continual thrusts at the bird, when accidentally he cut the rope nearly off. It began unravelling, when those above rapidly drew him up and relieved him from his alarming situation. A moment more and he would have been mangled on the jagged rocks below."

re lieved′	reached	rap′id ly	rev o lu′tion a ry
Hud′son	a larm′ing	as sailed′	ac ci den′tal ly
low′ered	pil′lage	self-de fence′	un rav′el ling
man′gled	thrusts	con tin′u al	fu′ri ous ly
dur′ing	placed	sit u a′tion	o ver hang′ing

LESSON 184.

am big′u ous	ca pa′cious	e lix′ir	diph′thong
wash′er-wom an	Je ho′vah	de lin′quent	but′tress
clois′ter	clique	cap′tious	col′league
em bez′zled	u nique′	nurt′ure	par′a site
vo ra′cious	ped′a gogue	ar′mo ry	nul′li fy

LESSON 185.

per pet′u al	ver′sa tile	ve rac′i ty	per ni′cious
gue ril′la	fas′ci nate	in ces′sant	in ter cede′
or′gan ize	lab′y rinth	for sooth′	aud′i ble
in debt′ed	big′ot ed	weird	chal′lenge
ar rest′ed	an nounced′	ac′cu rate ly	chrys′a lis

LESSON 186.

"On no country have the charms of nature been more prodigally lavished than upon America. Behold her outspread lakes, like oceans of liquid silver; her mountains, radiant with aerial tints; her valleys, teeming with luxuriant fertility; her measureless cataracts, thundering in their solitudes; her boundless plains, waving with spontaneous verdure; her mighty rivers, rolling in sullen majesty to the ocean; her trackless forests, where vegetation puts forth all its magnificence; and her transcendent skies, kindling with the magic of summer clouds and glorious sunshine!"

prod'i gal ly	lav'ished	thun'der ing	a e'ri al
lux u'ri ant	out spread'	spon ta'ne ous	teem'ing
meas'ure less	liq'uid	tran scend'ent	bound'less
veg e ta'tion	ra'di ant	A mer'i ca	verd'ure

LESSON 187.

a non'y mous	te na'cious	tis'sue	ca rou'sal
be queath'	ap'er ture	ven'geance	buf foon'
cal'i ber	bank'rupt	tan'tal ize	av'a rice
lam'ent a ble	aus tere'	sa'chem	beard'less
an'ti dote	cat'a comb	res'tau rant	tran'sient

LESSON 188.

Mon ta'na	I'da ho	A las'ka
Wy o'ming	Ne va'da	Wash'ing ton
Col o ra'do	U'tah	Or'e gon
New Mex'i co	Ar i zo'na	Cal i for'ni a
Ten nes see'	I'o wa	Da ko'ta
Al a ba'ma	Mis sou'ri	Ne bras'ka

LESSON 189.

The term *pottery* is applied to all ware that is *opaque*, while *porcelain* applies to that which is *translucent*. Sylphs, *gnomes*, and *elves* are imaginary beings. An *introduction* to a book is a *preface;* to a musical work is a *prelude;* to a dramatic performance is a *prologue*. A *soothsayer* is a person who *professes* to *foretell* events. *Laudanum*, *paregoric*, *opium*, and *morphine* are drugs obtained from the poppy plant. *Bamboo* is a kind of grass, and grows in *tropical* countries.

LESSON 190.

swath'ing	dom i neer'	e quipped'	can non ade'
sur mise'	cor'pu lent	vig'i lance	a sun'der
ma chin'er y	un a wares'	con sign'	in'fi nite
prop'a gate	dem'a gogue	phan'tom	pop'u lar
em'i grant	de'cen cy	ex te'ri or	re ver'ber ate

LESSON 191.

[Words occurring in the study of grammar.]

phrase	clause	ver'bal	ad ver'bi al
der i va'tion	re flex'ive	im per'a tive	pri'ma ry
aux il'ia ry	in dic'a tive	in fin'i tive	ger'und
tran'si tive	po ten'tial	par'ti ci ple	con ju ga'tion
in tran'si tive	sub junc'tive	log'i cal	pro gres'sive

LESSON 192.

pol troon'	ma gi'cians	to pog'ra phy	ra'pi er
cim'e ter	ra pa'cious	post'ure	con'jur ers
sor'cer ers	ton'nage	ti rade'	tex'tile
tol'er a bly	ver bose'	ver mil'ion	ver i fi ca'tion
top' i cal ly	chro nol'o gy	cit'a del	chro nom'e ter

LESSON 193.

"'*Handsome is that handsome does.*' What is good-looking but looking good? Be good, be loving, be gentle—heedful of the well-being of all around you, and you will not lack kind words of admiration. Loving associations will cluster about you. Never mind the ugly reflections which your glass may give you. That mirror has no heart. Quite another picture is yours on the retina of human sympathy. There the beauty of holiness, of purity, of that inward grace which passeth show, rests over it, softening and mellowing its features, just as the calm moonlight melts those of a rough landscape into harmonious loveliness."

heed'ful	re flec'tion	ho'li ness	mel'low ing
well'-be ing	mir'ror	pu'ri ty	good-look'ing
ad mi ra'tion	ret'i na	clus'ter	har mo'ni ous
as so ci a'tions	sym'pa thy	pass'eth	love'li ness

LESSON 194.

[Words occurring in the study of arithmetic.]

e qui lat'e ral	tra pe'zi um	oc'ta gon	reg'u lar
e qui an'gu lar	trap'e zoid	non'a gon	hep'ta gon
ob tuse'-an gled	pen'ta gon	dec'a gon	rhomb
quad ri lat'e ral	i sos'ce les	pol'y gon	rhom'boid
par al lel'o gram	right'-an gled	un'e qual	hex'a gon

LESSON 195.

up'right ly	gar'ru lous	ac cou'tre	ces sa'tion
ex plic'it	up braid'	a'e ro naut	dec'a logue
hom'i cide	ob scene'	ur ban'i ty	ur'gen cy
ac cel'er ate	as sur'ance	ab hor'rence	au da'cious
u'til ize	an ni'hi late	char'la tan	con coc'tion

LESSON 196.

"The golden eagle is pre-eminent among birds for its superior strength, the grandeur of its aspect, and the kingly stateliness of its movements. It has ever been associated with nobility and majesty, and has been regarded as a symbol of courage and independence. It fears neither cold nor tempestuous winds nor icy solitudes. Its eyry is generally the face of some towering cliff, and it builds its nest on a projecting shelf which is accessible only to the most daring hunters. The bald eagle, which has been adopted as the national emblem of the United States, has all the regal qualities of its royal cousin."

pre-em'i nent	gran'deur	no bil'i ty	pro ject'ing
state'li ness	as'pect	maj'es ty	qual'i ties
as so'ci a ted	re'gal	re gard'ed	a dopt'ed
in de pen'dence	ey'ry	na'tion al	tow'er ing
tem pest'u ous	sym'bol	lord'ly	ac ces'si ble

LESSON 197.

A *memoir* is a brief, *incomplete* history; a *biography*, a history of a man's life; an *autobiography*, a history of a man's life written by himself. A *dialogue* or *colloquy* is a *conversation* between two or more persons; a *monologue* or *soliloquy*, a speech *uttered* by a person when alone; a *conference*, a *serious discussion*. *Annals* are *narratives* of events recorded in the years when they happened; *chronicles*, narratives of events in the order of time; *traditions*, narratives *transmitted orally* from father to son; *legends*, stories handed down from former times. A *somnambulist* is a person who walks in his sleep.

LESSON 198.

"Give us, oh, give us," says *Carlyle*, "the man who sings at his work! He will do more in the same time—he will do it better—he will *persevere* longer. One is *scarcely* sensible of *fatigue* while he *marches* to music. The very stars are said to make *harmony* as they revolve in their spheres. *Wondrous* is the strength of *cheerfulness*, *altogether* past *calculation* its power of *endurance*. Efforts to be *permanently* useful must be *uniformly joyous*—a spirit all sunshine, graceful from very *gladness*, beautiful because bright."

LESSON 199.

sac'ra ment	ca reened'	cer'e mo ny	car'nage
rec're ant	sar cas'tic	os'cil late	ox'y gen
os'si fied	par'ox ysm	ap pre hend'	phleg mat'ic
ped'i gree	ca joled'	ben'e fac tor	aq'ui line
pro fi'cient	can teen'	ce les'tial	pau'ci ty

LESSON 200.

[Words occurring in the study of grammar.]

de fec'tive	ad'junct	sub jec'tive	in de pen'dent
re dun'dant	de clar'a tive	el lip'sis	mod'i fi er
co-or'di nate	ap po si'tion	ple'o nasm	par'a digm
sub or'di nate	pred'i cate	id i o mat'ic	i tal'i cized
syn'o nymes	punct u a'tion	syn'the sis	par'a graph

LESSON 201.

ar'bi tra ry	reg'i cide	se ces'sion	vig nette'
quer'u lous	a vail'a ble	stren'u ous	tac'tics
sac'cha rine	os'tra cize	ar'dent ly	sol'stice
up hol'ster y	suf ficed'	sy nop'sis	ath let'ic
en'ni al	en thu'si asm	ex or'bi tant	es chew'

LESSON 202.

Washington Irving, in describing the ravages of the ruinous hurricanes in our primeval forests, says: "I have often paused, in the wilderness of America, to contemplate the ruin caused by some blast of wind which has ripped its way through the bosom of the woodlands, uprooting and splintering the stoutest trees, and leaving a long track of desolation. I was awe-struck to behold these gigantic plants so rudely mangled and hurled down to perish prematurely on their native soil."

hur'ri canes	wood'lands	splin'ter ing	rude'ly
wil'der ness	con tem'plate	pre ma ture'ly	hurled
pri me'val	ripped	des o la'tion	stout'est
ru'in ous	paused	awe'-struck	bos'om
de scrib'ing	up root'ing	rav'a ges	per'ish

LESSON 203.

ac com'pa ni ment	ap pli ca'tion	pleas'ur a ble	ac tiv'i ty
op e ra'tion	san'i ta ry	res'o nance	pes'ti lence
bar'y tone	ar range'ments	ar tis'tic	or'ches tra
im pres'sions	con tral'to	so pra'no	sci en tif'ic
cal is then'ics	brill'ian cy	or a to'ri o	sus cep'ti ble
mo not'o nous	in ter fer'ence	ma hog'a ny	in'ti mate

LESSON 204.

me lo'di ous	ma lig'nant	ma ter'nal	mil len'ni um
im'pli cate	nar cot'ic	pro hib'i to ry	in va'sion
proc la ma'tion	im por tune'	neg'a tive	pro ba'tion
ir ri ta'tion	suav'i ty	im pos'tor	stip'u late
su per cil'i ous	pro fu'sion	not' a ble	im pu'ni ty
in au'gu rate	in un'date	su per'flu ous	pro pen'si ty

LESSON 205.

REVIEW.

phos'pho rus
knav'er y
feigned
mar'riage
cow'ard ice
hyp'o crite
co quette'
har'assed
gaunt'let
bar'ri er
ruff'ian
re lieved'
em bez'zled
ped'a gogue
ver'sa tile
chrys'a lis
a non'y mous
res'tau rant
ma chin'er y
aux il'ia ry
chro nol'o gy
i sos'ce les
ac cou'tre
mag'ni fies
par e gor'ic
i tal'i cized
phleg mat'ic
brill'ian cy

hoard'ed
thor'ough ly
droll'er y
sleight
jour'nal
re ceipt'
her'o ism
mi li'tia
ben'e fit ed
bul'wark
re'al ize
pil'lage
vo ra'cious
but'tress
lab'y rinth
fas'ci nate
be queath'
tran'sient
phan'tom
cim'e ter
ac cel'er ate
au da'cious
cay enne'
di'a logue
el lip'sis
os'cil late
ma hog'a ny

stream'ing
mar'tial
vague
plau'si ble
fur'lough
mas'sa cre
for got'ten
pes'ti lence
as sault'
cat'e chism
ten'den cy
as sailed'
u nique'
col'league
in ces'sant
prod'i gal ly
te na'cious
av'a rice
e quipped'
par'ti ci ple
sym'pa thy
gar'ru lous
an ni'hi late
o paque'
chron'i cles
pro fi'cient
vig nette'
suav'i ty

cat'a logue
bru'tal ly
till'age
the'a tre
em bar'rassed
jeop'ar dy
con sign ee'
va'can cy
ar'chives
pos ses'sive
de ci'sion
thrusts
Je ho'vah
gue ril'la
chal'lenge
liq'uid
ven'geance
ca rou'sal
can non ade'
ver mil'ion
love'li ness
ob scene'
scathe
por'ce lain
so lil'o quy
par'ox ysm
or'ches tra
pleas'ur a ble

LESSON 206.

"To *acquire* a *thorough* knowledge of our own hearts, to *restrain* every *irregular inclination*, to *subdue* every *rebellious passion*, to purify the *motives* of our conduct, to form ourselves to that *temperance* which no pleasure can *seduce*, to that *meekness* which no *provocation* can *ruffle*, to that patience which no *affliction* can *overwhelm*, and to that *integrity* which no *interest* can *weaken*—this is the task which is *assigned* to us here on earth."

LESSON 207.

pan'to mime	con sid'er ate	con'gre gat ed
re morse'less	req'ui site	an tic i pa'tion
ge ol'o gy	pat'ron age	gym na'si um
or'di na ry	ka lei'do scope	mal e fac'tor
com mu'ni ties	mel'an chol y	ac qui si'tion
pi o neers'	op por tu'ni ties	pe cu li ar'i ties

LESSON 208.

The *primitive* inhabitants of a country are called *aborigines*. A wise man will make *confidants* of few of his *acquaintances*. A man's noblest *monument* is an *illustrious* character. Whatever duties one may *assume* he should discharge *faithfully* and *conscientiously*. The *barometer* indicates the weight or *density* of the atmosphere; the thermometer indicates its *temperature*. A silent person is said to be *taciturn;* a *talkative* one, *loquacious*. Animals that eat flesh are called *carnivorous;* those that eat grass and grain, *herbivorous;* those that eat both, *omnivorous*. In England the *legislature* is called the *Parliament*, in the United States it is called the *Congress*.

LESSON 209.

"The three most wonderful trees are the baobab-trees of Africa, the banyan-trees of India, and the mammoth red-wood trees of California. There is a baobab-tree at the mouth of the Senegal River which has a short and massive trunk thirty feet in diameter. At a distance it resembles a forest; and it is not till the spectator has determined the fact by a near inspection that he can be persuaded that the exuberant verdure above him, interspersed with snowy blossoms, proceeds from one central stem. The untutored negro regards it with pious veneration, and worships under its shade."

ba'o bab-trees	wor'ships	Sen e gal'	ban'yan-trees
Cal i for'ni a	mas'sive	In'di a	ven er a'tion
de ter'mined	de scribed'	spec ta'tor	in spec'tion
ex u'ber ant	per suad'ed	pi'ous	in ter spersed'
mam'moth	re sem'bles	red'-wood	un tu'tored

LESSON 210.

tour'na ment	ves'ti bule	clap'board	das'tard ly
ver nac'u lar	tour'ist	vo cab'u la ry	clan des'tine
clair voy'ant	vit'ri ol	tort'ur er	vo cif'er ate
re it'er ate	ci vil'ian	vin dic'tive	the'o ries
daunt'less	de bat'a ble	clam'or ous	clar'i fied

LESSON 211.

vac'il late	tap'es try	tes'ti mo ny	cha grin'
tam'a rind	val e dic'to ry	cav a lier'	chal'ice
cat'e go ry	tes ta'tor	cav'il ler	van'guard
ca the'dral	tes ta'trix	val'en tine	cha me'le on
va nil'la	cau'ter ize	tar'iff	chor'is ter

LESSON 212.

"The special peculiarity of the banyan-tree is that, beginning with one stem, it sends down leafless shoots which take root and become secondary stems. This process is continually repeated until the solitary tree is transformed into a forest. There is one in Hindostan which is described as having three hundred and fifty larger trunks and three thousand smaller ones. It overshadows seven acres, and furnishes a covering for seven thousand men. These sublime natural temples are held sacred by the Hindoos, and dedicated to religious rites."

pe cu li ar'i ty	spe'cial	trans formed'	o ver shad'ows
sec'ond a ry	leaf'less	fur'nish es	re lig'ious
con tin'u al ly	shoots	sol'i ta ry	cov'er ing
ded'i ca ted	sub lime'	Hin'doos	Hin dos tan'

LESSON 213.

vol'un ta ry	vul gar'i ty	in her'ent	clem'en cy
de bauched'	clear'ance	cleav'age	vol'a tile
clas'si cal	de bil'i ty	vol'u ble	dec'ade
vul'ner a ble	vol un teer'	trai'tor ous	vo li'tion
trace'a ble	traf'fick ing	ec lec'tic	tram'melled
sub ter ra'ne an	por ten'tous	in ter'pre ter	sta tis'tics

LESSON 214.

ob'sti nate	hy drau'lic	i den'ti cal	min'e ral
pa thet'ic	ob struc'tion	ob'vi ous ly	im bec'ile
sen sa'tion	par si mo'ni ous	par tic'u lar	se rene'ly
her met'i cal	pec u la'tion	ser e nade'	ped'es tal
pe dan'tic	sem'i na ry	hi ber na'tion	id'i o cy
in sti ga'tion	sur'feit ed	post pone'ment	man'u script

LESSON 215.

"*Breathes* there a man with *soul* so dead,
Who never to himself hath said,
This is my own, my native land?
Whose heart hath *ne'er* within him burned,
As home his *footsteps* he hath turned
From *wandering* on a foreign *strand?*
If such there breathe, go mark him well:
For him no *minstrel raptures* swell;
High though his *titles*, proud his name,
Boundless his wealth as wish can *claim;*
Despite those titles, power, and *pelf*,
The wretch, *concentred* all in self,
Living, shall forfeit fair *renown*,
And, *doubly* dying, shall go down
To the vile dust from whence he sprung,
Unwept, *unhonored*, and *unsung*."

LESSON 216.

ec o nom'i cal	co ad ju'tor	co a lesce'	ed i to'ri al
clev'er ly	trans ac'tion	tran'script	trans par'en cy
ef face'ment	tran'si to ry	cod'i cil	ef fem'i na cy
co a li'tion	de cid'ed ly	tran si'tion	trans gress'or
in co he'rent	de cliv'i ty	de cid'u ous	de claim'ing

LESSON 217.

co in'ci dence	ef fer ves'cence	ef'fi ca cy	co he'sive
ac quit'tal	cog'ni zance	co'gen cy	al'ien ate
am'pu tat ed	e'go tism	e gre'gious	ag'gra vate
trans verse'ly	ad'e quate	am big'u ous	trem'u lous
al le'giance	trans pose'	trea'son a ble	trep i da'tion

LESSON 218.

"The caustic Abernethy's advice to a wealthy sluggard, full of ailments and puerile humors, morose and dyspeptic, because pampered and vitiated by luxurious indulgence, was to 'live on sixpence a day and earn it'—a golden sentence, which, if followed, would save half the ill-temper, the quarrels, the bickerings, and wranglings of many people whose minds are disfigured and corrupted for want of use."

caus'tic	pu'e rile	pam'pered	cor rupt'ed
wealth'y	hu'mors	vi'ti a ted	bick'er ings
slug'gard	mo rose'	lux u'ri ous	wrang'lings
ail'ments	dys pep'tic	in dul'gence	dis fig'ured
six'pence	quar'rels	fol'lowed	sen'tence

LESSON 219.

"The crown and glory of life is *character*. It is the noblest *possession* of a man, *constituting* a rank in itself; *dignifying* every *station*, and *exalting* every position in society. It *exercises* a greater power than wealth, and secures all the honor without the *jealousies* of fame. It carries with it an *influence* which always tells; for it is the result of *proved* honor, *rectitude*, and *consistency*—qualities which command the *general* confidence and respect of mankind."

LESSON 220.

stu'dents	di ver'si ty	frag'ments	re pub'lic
ed'u cate	re sist'ance	dis sev'ered	tro'phies
mus'cu lar	whole'some	dis cord'ant	through out'
fac'ul ties	un re strict'ed	bel lig'er ent	en'sign
stim'u la ted	dis hon'ored	fra ter'nal	pol lu'ted

LESSON 221.

"At the stupendous cataract of Niagara, bald eagles were formerly seen in considerable numbers, at all seasons of the year, attracted thither by the carcasses of animals that had been drawn unawares into the irresistible current, and precipitated over the falls. These majestic birds, in intrepid defiance of all danger, penetrated into the very midst of the spray which rose from the tumultuous waters, and thus imparted additional sublimity to the marvellous panorama."

stu pen'dous	car'cass es	mar'vel lous	ir re sist'i ble
Ni ag'a ra	de fi'ance	pan o ra'ma	pre cip'i tat ed
at tract'ed	in trep'id	con sid'er a ble	tu mult'u ous
ad di'tion al	for'mer ly	im part'ed	ma jes'tic

LESSON 222.

"From the *remotest* ages, gold has been the *representative* of wealth and an *external attribute* of *temporal dignity* and power. It has been thus *universally* valued, because it was never *plentiful*, although found in so many *localities*, the world over; because it is the purest of metals; because it does not *oxidize* in the air or *tarnish* by *exposure;* because it is *wonderfully ductile* and *malleable;* and, lastly, because of its *attractive* color."

LESSON 223.

ul'ti mate	come'li ness	ha rangue'	mo sa'ic
ex ag'ger ate	um'brage	i'ron y	an'ar chy
gut'tur al	ex hil'a rate	lin'guist	ap prais'al
hem'or rhage	in stal'ment	um'pire	u'ni son
im plic'it	ob nox'ious	co erce'	as suage'

LESSON 224.

pen'i tence	sim'u late	il lus tra'tion	re mon'strance
ser vil'i ty	pen'sive ly	hys ter'i cal	he ret'i cal
gra tu'i tous	guar an tee'	pe nu'ri ous	per'fo rate
he red'i ta ry	hi la'ri ous	sin'is ter	so bri'e ty
per'pe trate	il lu'mi nate	im ped'i ment	re cep'ta cle

LESSON 225.

per'qui site	com'pro mise	i dol'a try	gro tesque'ly
so lic'i tude	per sist'ent	gre ga'ri ous	im'mi grant
graph'i cal ly	slan'der ous	per spi ra'tion	im pe'ri ous
her'ald ry	hu mid'i ty	so no'rous	per turbed'
pho net'ic	ig'no min y	im mer'sion	soph'is try

LESSON 226.

Washington Irving says: "I have often had occasion to remark the fortitude with which women sustain the most overwhelming reverses of fortune. Those disasters which break down the spirit of a man seem to call forth all the energies of the softer sex, and give such intrepidity and elevation to their character that at times it approaches to sublimity. There is in every true woman's heart a spark of heavenly fire, which lies dormant in the daylight of prosperity, but which kindles up and blazes in the dark hour of adversity."

for'ti tude	dis as'ters	sub lim'i ty	re mark'
sus tain'	in tre pid'i ty	day'light	fort'une
o ver whelm'ing	el e va'tion	blaz'es	heav'en ly
re vers'es	ap proach'es	en'er gies	dor'mant
pros per'i ty	ad ver'si ty	oc ca'sion	kin'dles

LESSON 227.

"In the extreme northwest part of the territory of Wyoming there are clustered together such a diversity of natural wonders as is exhibited nowhere else in the world. There are colossal springs, entrancing in architectural beauty; cascades, exquisitely lovely and picturesque; majestic falls, faultlessly symmetrical in their vast proportions; and lakes, one of which, called the Yellowstone, covers an area of three hundred square miles, is studded all over with emerald isles, and environed by the most romantic shores."

north west′	ex hib′it ed	ex′qui site ly	sym met′ri cal
ter′ri to ry	en tranc′ing	pic tur esque′	pro por′tions
ex treme′	ar chi tect′u ral	fault′less ly	co los′sal
no′where	ro man′tic	en vi′roned	Yel′low stone

LESSON 228.

"In addition to the wonders in Wyoming already *enumerated*, there are *geysers* hurling aloft enormous volumes of steam and water amidst *terrible internal concussions* and *explosions*, there are some of the *loftiest* peaks of the Rocky Mountains, there are beautiful valleys *abounding* in *exuberant vegetation* and *innumerable* sunny glades. But the *sublimest* object of all is the *Grand Cañon*, a stupendous chasm whose *precipitous* sides—*gorgeously* tinted walls of natural *masonry*—are two thousand feet in depth. The Yellowstone River, which goes foaming and dashing in a *turbulent* torrent along the bottom, is too distant to be heard. The grandeur of the scene *surpasses conception*. Congress has set apart and *consecrated* this district to be forever a national park."

LESSON 229.

"An *Austrian* army *awfully arrayed*,
Boldly by *battery besieged Belgrade;*
Cossack commanders *cannonading* come,
Dealing *destruction's devastating* doom.
Every *endeavor* engineers essay,
For fame, for fortune, fighting furious fray,
Generals 'gainst generals grapple; *gracious* God!
How honors *Heaven heroic hardihood!*"

LESSON 230.

van'quished	ter'ma gant	charge'a ble	chas'tise ment
tan'gi ble	scorn'ful ly	ve loc'i pede	terse'ly
cen so'ri ous	man'i fest ly	taunt'ing ly	ven'om ous
re tal'i ate	cher'ub	cen ten'ni al	ter'ra pin
ven'ti la tor	cher'u bim	chlo'ro form	ven tril'o quist

LESSON 231.

car'i ca ture	a veng'ing	au then'tic	ab'ject
ap prox'i mate	re frig'er a tor	be reave'ment	ad her'ence
be tray'al	e lic'it	chiv'al rous	ad her'ents
a tro'cious	in del'i ble	a vow'al	cal'um ny
ap pro ba'tion	be strode'	a bom'i na ble	ab o li'tion

LESSON 232.

an tic i pa'tion	ar'ro gance	mes'mer ize	right'eous
com pre hen'sive	re un'ion	am bi'tion	mol'e cule
er ro'ne ous	mu'ti nous	eu'lo gy	es sen'tial
es pe'cial ly	e ter'ni ty	sto'ic al	de plor'a ble
de nounce'	in e'bri ate	de ri'sion	re sus'ci tate

LESSON 233.

"For those whose leisure time is short, and precious as *scant* rations to *beleaguered* men, I believe there could not be a better *expenditure* of time than *deliberately* giving an *occasional* hour—it *requires* no more—to *committing* to memory chosen *passages* from great *authors*. If the mind were thus daily *nourished* with a few choice words of the best poets and writers, I believe it would lead to the *diffusion* of the best kind of *literature*, and a thorough *appreciation* of it."

LESSON 234.

eu'pho ny	e vent'u al ly	phil o soph'i cal	in sti tu'tions
ob'so lete	dis cre'tion	re nowned'	scourge
ex on'er ate	dis creet'ly	par tic'i pat ed	ap pren'tice
ex per'i ment	sa line'	prom'i nent ly	civ'il ized
sop o rif'ic	rep'u ta ble	ben e fi'cial	sens'u al ist

LESSON 235.

ab bre'vi ate	dis'si pat ed	dom'i cile	di lem'ma
col lapsed'	ab scond'ed	el'i gi ble	en hanced'
de co'rum	col lu'sion	ab'so lute	de funct'
e jec'tion	ro tun'di ty	col'o ny	stam pede'
ro'ta to ry	e lab'o rate	def'er ence	com mend'a ble

LESSON 236.

ret'ro spect	dis'so lute	ser'aph	du' pli cate
com pen'sate	ret'i nue	ser'a phim	e quiv'o cal
re trench'ment	com'pli cat ed	en'vi a ble	sub ser'vi ent
e ma'ci at ed	del'e gate	com pli'ance	sub'si dy
rev'er ence	e mer'gen cy	de lir'i ous	com po'nent

LESSON 237.

"The invention of glass dates from the earliest antiquity, but the precise period is unknown. The anecdotes extant, which describe the circumstances under which it was originally produced, are probably pure fiction. As the oldest known specimens are Egyptian, its discovery may reasonably be attributed to Egypt. The process of its fabrication is pictured in sepulchres, in that country, made eighteen hundred years before the Christian era, and a glass bead has been found bearing the name of a queen who reigned more than three thousand years ago."

in ven'tion	ex'tant	prob'a bly	dis cov'er y
an tiq'ui ty	cir'cum stan ces	fic'tion	rea'son a bly
pict'ured	o rig'i nal ly	E gyp'tian	at trib'ut ed
reigned	sep'ul chres	Chris'tian	fab ri ca'tion

LESSON 238.

"Charity is the *comforter* of the *afflicted*, the *protector* of the *oppressed*, the *reconciler* of *differences*, and the *intercessor* for *offenders*. It is *faithfulness* in the friend, public spirit in the *magistrate*, *equity* in the judge, *moderation* in the *sovereign*, and *loyalty* in the subject."

LESSON 239.

u nan'i mous	dis dain'ful	de part'ments	sew'er age
ru'di ments	con ta'gious	in quis'i tive	com bus'ti ble
su'i cide	res pi ra'tion	scep'tre	phys i ol'o gy
re proach'	wit'ti cism	wan'ness	com pe ti'tion
in es'ti ma ble	pol i ti'cian	prep a ra'tion	suc cinct'ness

LESSON 240.

Shakes'peare	Bun'yan	Ad'di son	Cow'per
Cole'ridge	Ma cau'lay	Dick'ens	Hux'ley
Ten'ny son	Tyn'dall	South'ey	Scott
Words'worth	De Quin'cey	Thack'e ray	By'ron
Gold'smith	John'son	Camp'bell	Gib'bon

LESSON 241.

op'u lence	om ni'science	par'a dox	pal'pa ble
ag'gre gate	com pul'sion	dic ta'tion	det'ri ment
de liv'er ance	e quiv'a lent	ep i dem'ic	de mure'ly
em broid'er y	du'bi ous ly	pan e gyr'ic	a kin'
al lur'ing	de ment'ed	con cise'ly	con do'lence
en am'el	lit'er a ry	quad'ru ple	gal'lant ry

LESSON 242.

ex cru'ci at ing	sa'li ent	glyc'er ine	sat is fac'to ry
de test'a ble	suc'cu lent	scur'ri lous	fe lic'i ty
sac'ri lege	di ver'gent	ex pe di'tion	o bit'u a ry
fan tas'ti cal	sat'el lite	mem'bra nous	ex plan'a to ry
qua drille'	in gre'di ent	glos'sa ry	di vulged'
des'e crate	pre ca'ri ous	ob'du rate	su prem'a cy

LESSON 243.

sanc'tu a ry	in tu'i tive	fri vol'i ty	fu'mi gate
fa nat'i cal	scan'da lous	con'scious ness	glu'ti nous
se clu'sion	in fal'li ble	scep'ti cal	glut'ton ous
con tem'po ra ry	com pet'i tors	flip'pan cy	scru'pu lous
scru'ti nize	sec'u lar	gor'man dize	fu'gi tive
pres'tige	ob lit'er ate	quar an tine'	ob'se quies

LESSON 244.

"*Population* advances westward in the United States with a rapidity that numbers may describe, but cannot *represent* with any *vividness* to the mind. The wilderness, which one year is *impassable*, is *traversed* the next by the *caravans* of *industrious emigrants*, carrying with them the *language*, institutions, and arts of *civilized* life. It is not the *irruption* of wild *barbarians* upon a *degenerate* empire; it is not the *inroad* of *disciplined banditti*, put in motion by reasons of state or court *intrigue*. It is the human family, led on by *Providence* to possess its broad *patrimony*."

LESSON 245.

dis'lo cate	fa ce'tious	pe cun'ia ry	sa tir'i cal
fa cil'i ty	dis gorge'	pen'sion er	fas tid'i ous
sa lu'bri ous	san'gui na ry	dis com'fit ed	de vel'op ment
fir'ma ment	bois'ter ous	sal'u ta ry	shrink'age
ex as'per ate	fluct u a'tion	frus'trat ed	ster'e o type

LESSON 246.

pug na'cious	ef fi'cient ly	in fe'ri or	sen'ti ments
rhet'o ric	dis taste'ful	re lin'quish es	re deem'a ble
sta'tion a ry	im me'di ate	sumpt'u ous ly	sub'se quent
sta'tion er y	em'i nence	re mit'tance	re mem'brance
co'pi ous ness	el'o quence	vi vac'i ty	spe'cious ly

LESSON 247.

cha teau'	sil hou ette'	dis ha bille'	sou ve nir'
de but'	con nois seur'	pir ou ette'	mat i nee'
en core'	di a pa'son	bric-a-brac	trous seau'
de bris'	ren'dez vous	carte-blanche'	vis-a-vis

LESSON 248.

"Thou *breathest;*—and the *obedient* storm is still:
Thou *speakest;*—silent the *submissive* wave:
Man's *shattered* ship the rushing waters fill;
And the *hushed billows* roll across his grave.
Sourceless and *endless* God! *compared* with Thee,
Life is a *shadowy*, *momentary* dream;
And time, when *viewed* through Thy *eternity*,
Less than the mote of morning's golden beam."

LESSON 249.

dis cern'ment	pan a ce'a	mas quer ade'	sed'en ta ry
rem i nis'cence	phar'ma cy	rec on noi'tre	in cis'ion
cham'o mile	rail'ler y	syn'a gogue	es cutch'eon
ex traor'di na ry	ret'i cence	in fringe'ment	scoff'ing ly
sar sa pa ril'la	dil'a to ry	ef fer vesce'	des'pi ca ble

LESSON 250.

Long'fel low	Au'du bon	Ag'as siz	Pres'cott
Whit'ti er	Bry'ant	Haw'thorne	Holmes
Em'er son	Low'ell	Coo'per	Ir'ving
Ban'croft	Mot'ley	All'ston	Poe
Choate	Per'ci val	Hil'dreth	Frank'lin

LESSON 251.

diph the'ri a	dys'en ter y	scrof'u la	rheu'ma tism
pneu mo'ni a	bron chi'tis	ec'ze ma	sci at'i ca
pa ral'y sis	con sump'tion	ap o plex'y	e ry sip'e las
pleu'ri sy	ty'phoid	ep'i lep sy	hy dro pho'bi a
in flu en'za	dys pep'si a	neu ral'gi a	phthis'ic

A KEY TO THE DIACRITICAL MARKS USED IN WORCESTER'S DICTIONARY.

	Examples.
1. Ā *long*	FĀTE, ĀID, LĀCE, PLĀYER.
2. Ă *short*	FĂT, MĂN, LĂD, CĂRRY.
3. Å *long before* R.	FÅRE, BÅRE, PÅIR, BEÅR.
4. Ä *Italian or grave*	FÄR, FÄTHER, FÄRTHER.
5. Ȧ *intermediate*	FȦST, BRȦNCH, GRȦSP.
6. Â *broad*	FÂLL, HÂUL, WÂLK, WÂRM.
7. Ạ *slight or obscure*	LIẠR, PALẠCE, ABBẠCY.
1. Ē *long*	MĒTE, SĒAL, FĒAR, KĒEP.
2. Ĕ *short*	MĔT, MĔN, SĔLL, FĔRRY.
3. Ê *like* Ȧ	HÊIR, THÊRE, WHÊRE.
4. Ë *short and obtuse*	HËR, HËRD, FËRN, FËRVID.
5. Ẹ *slight or obscure*	BRIẸF, FUẸL, CELẸRY.
1. Ī *long*	PĪNE, FĪLE, FĪND, MĪLD.
2. Ĭ *short*	PĬN, FĬLL, MĬSS, MĬRROR.
3. Î *like long* Ë	MÎEN, MACHÎNE, MARÎNE.
4. Ï *short and obtuse*	SÏR, FÏR, BÏRD, VÏRTUE.
5. Ị *slight or obscure*	ELIXỊR, RUỊN, ABILỊTY.
1. Ō *long*	NŌTE, FŌAL, TŌW, SŌRE.
2. Ŏ *short*	NŎT, DŎN, ŎDD, BŎRROW.
3. Ô *long and close*	MÔVE, PRÔVE, FÔÔD.
4. Ö *broad, like broad* Â	NÖR, FÖRM, SÖRT, ÖUGHT.
5. Ǒ *like short* Ŭ	SǑN, DǑNE, CǑME, MǑNEY.
6. Ọ *slight or obscure*	ACTỌR, CỌNFESS.
1. Ū *long*	TŪBE, TŪNE, SŪIT, PŪRE.
2. Ŭ *short*	TŬB, TŬN, HŬT, HŬRRY.
3. Û *middle or obtuse*	BÛLL, FÛLL, FÛLL, PÛSH.
4. Ü *short and obtuse*	FÜR, MÜRMUR, FÜRTHER.
5. Ů *like* Ô *in* MÔVE	RŮLE, RŮDE, BRŮTE.
6. Ụ *slight or obscure*	SULPHỤR, FAMOỤS.
1. Ȳ *long*	TȲPE, STȲLE, LȲRE.
2. Ў *short*	SЎLVAN, SЎMBOL.
3. Ÿ *short and obtuse*	MŸRRH, MŸRTLE.
4. Ỵ *slight or obscure*	TRULỴ, ENVỴ, MARTỴR.

ŏĬ *and* ŏŸ BŏĬL, TŏĬL, BŏŸ, TŏŸ.
ŏŵ *and* ŏẅ BŏŵND, TŏẅN, Nŏẅ.
ẽẅ *like long* ŭ Fẽẅ, Nẽẅ, Dẽẅ.

	Examples.
Ç, ç, *soft, like* S	AÇID, PLAÇID.
Ć, ć, *hard, like* K	FLAĆID, SĆEPTIC.
ĊH, ċh, *hard, like* K	ĊHARACTER, ĊHASM.
ÇH, çh, *soft, like* SH	ÇHAISE, ÇHEVALIER.
CH (unmarked) *like* TSH.	CHARM, CHURCH.
Ġ, ġ, *hard*	ĠET, ĠIVE, ĠIFT.
Ģ, ģ, *soft, like* J	ĢENDER, ĢIANT.
Ş, ş, *soft, like* Z	MUŞE, DIŞMAL.
Ẋ, ẋ, *soft or flat, like* GZ.	EẊAMPLE, EẊIST.
TH, th, *soft, flat, or vocal.*	THIS, THEE, THEN.
TH, th (unmarked), *sharp.*	THIN, THINK, PITH.
TIQN, SIQN *like* SHUN	NATIQN, NOTIQN. PENSIQN, MISSIQN.
ŞIQN *like* SHUN	CONFUŞIQN, VIŞIQN.
CEAN, CIAN *like* SHAN	OCEAN. OPTICIAN.
CIAL, SIAL, TIAL *like* SHAL	COMMERCIAL. CONTROVERSIAL. PARTIAL, MARTIAL.
CEOUS, CIOUS, TIOUS *like* SHUS	FARINACEOUS. CAPACIOUS. SENTENTIOUS.
ĢEOUS, ĢIOUS *like* JUS	COURAĢEOUS. RELIĢIOUS.
QU (unmarked) *like* KW	QUEEN, QUILL.
WH (unmarked) *like* HW	WHEN, WHILE.
PH (unmarked) *like* F	PHANTOM, SERAPH.

EXERCISES ON WORCESTER'S DIACRITICAL MARKS.

LESSON 252.

măt'ụ tī nạl	squā'lör	ŭn däunt'ẹd
lў çē'ụm	ăr'ạ bĭe	ëär'bīne
ạl lŏp'ạ thy	brạ vā'dō	hĕr'ọ ĭṣm
rĕç'ị pē	ạb dō'mẹn	dẹ vȧs'tāte
ëâlk'ẹr	ăd vẹr tīṣe'	blăs'phẹ moŭs
ëŏm'pạ rạ ble	nâu'seoụs	fị năn̈çe'

LESSON 253.

rō'ṣẹ ạte	jäun'dịçe	për'fẹct ẹd
ạp pȧr'ẹnt	ạn tĭp'ọ dēṣ	brūit'ẹd
sē'nīle	prĕç'ẹ dĕnt	nū'trị mĕnt
bŏm'bȧst	prẹ çē'dẹnçe	ğuĭl'lọ tîne
bôôr'ịsh	hō mœ ŏp'ạ thy	măin'tẹn ạnçe
zọ ŏl'ọ ğĭst	mĭll iọn ȧire'	ẹạ tăs'trọ phẹ

LESSON 254.

ăğ'ğrạn dīze	schĭṣm	ẹ cŏn'ọ my
ehī rŏğ'rạ phy	ehị mē'rạ	ĕc ọ nŏm'ị cạl ly
ĕe'stạ sy	flăe'çid	păğ'ẹant
ëŏn'duịt	ehŏl'ẹr ĭe	pŏst'hụ moŭs
ịn vēi'ğle	ğȳ'rāte	hō mọ ğē'nẹ oŭs
ğăl'lọws	păt'ẹnt ẹd	pĭqu'ạnt

LESSON 255.

ạd vër'tịṣe mĕnt	ëär'bŭn ele	rẹ sōurçe'
ẹọn sŭm'māt ẹd	ọx ăl'ịe	ạr rāign'
ĭn'tẹr stĭçe	ẹx hâust'iọn	vĭr'ụ lĕnt
ĭn ëŏğ'nị tō	trū'eụ lĕnt	hŏr'ọ seōpe
pĕr'ẹmp tọ ry	vī'rịle	ịm pūgn'
ĭr rĕp'ạ rạ ble	ëŏn'tụ mạ çy	nöĭ'sọme

A KEY TO THE DIACRITICAL MARKS USED IN WEBSTER'S DICTIONARY.

	Examples.		*Examples.*
Ā *long*	ĀLE, FĀTE, CHĀMBER, GRĀY.	ō *long*	ŌLD, NŌTE, LŌAF, DEPŌSE.
Ă *short*	ĂDD, FĂT, HĂVE, RĂNDOM.	ŏ *short*	ŎDD, NŎT, TŎRRID, RESŎLVE.
Ē *long*	ĒVE, MĒTE, PĒACE, SĒIZURE.	ū *long*	ŪSE, TŪBE, LŪTE, FEŪDAL.
Ĕ *short*	ĔND, MĔT, CHĔCK, LĔOPARD.	ŭ *short*	ŬS, TŬB, BŬT, STŬDY.
Ī *long*	ĪCE, FĪNE, MĪRE, THRĪVE.	ȳ *long*	FLȲ, STȳLE, SKȳ, EDIFȳ.
Ĭ *short*	ĬLL, FĬN, ADMĬT, TRĬBUTE.	ў *short*	CўST, NўMPH, LўRIC, ABўSS.

	Examples.		*Examples.*
Â as in	ÂIR, SHÂRE, PÂIR, BEÂR.	ô *like short* U	ÔTHER, DÔNE, SÔN, WÔK.
Ä *Italian*	ÄRM, FÄTHER, FÄR, PÄLM.	ọ *like long* OO	PROVE, DỌ, MỌVE, TỌMB.
À as in	ÀSK, GRÀSS, DÀNCE, BRÀNCH.	ọ *like short* OO	BỌSOM, WỌLF, WỌMAN.
Ą *broad*	ĄLL, TĄLK, HĄUL, SWĄRM.	Ô *like broad* A	ÔRDER, FÔRM, STÔRE.
Ą *like short* O	WHĄT, WĄNDER, WĄLLOW.	o͝o as in	MO͝ON, FO͝OD, BO͝OTY.
		o͝o as in	WO͝OL, FO͝OT, GO͝OD.
Ê *like* Â	ÊRE, THÊRE, HÊIR, WHÊRE.	Ụ *preceded by* R	RỤDE, RỤMOR, RỤRAL.
Ę *like long* A	ĘIGHT, PRĘY, OBĘY.	Ụ *like short* OO	BỤLL, PỤT, PỤSH, PỤLL.
Ë as in	ËRMINE, VËRGE, PREFËR.	û as in	ÛRGE, BÛRN, FÛRL, CONCÛR.
ï *like long* E	PĪQUE, MACHĪNE, POLĪCE.	*E, I, O* (Italic), *mark a letter as silent.*	FALLEN, TOKEN, COUSIN, MASON.
Ĩ *like* Ë	ĨRKSOME, VĨRGIN, THĨRSTY.		
OI *or* OY (unmarked)	OIL, JOIN, MOIST, OYSTER, TOY.	OU *or* OW (unmkd.)	OUT, HOUND, OWL, VOWEL.

	Examples.		*Examples.*
Ç *soft, like* S	ÇEDE, ÇITE, MERÇY, ACÇEPT.	TH *sharp* (unmkd.)	THING, BREATH, SYMPATHY.
Ȼ *hard, like* K	ȻALL, ȻONȻUR, SUȻCESS.	TH *flat or vocal*	THINE, SMOOTH, WITHER.
CH (unmarked)	CHILD, MUCH, TOUCHING.	NG (unmarked)	SING, SINGER, SINGLE.
Ch *soft, like* SH	ChAISE, MARChIONESS, MAChINE.	N	LIN̲GER, LIN̲K, UN̲CLE.
Ch *hard, like* K	ChORUS, EPOCh, DISTICh.	X *like* GZ	EXIST, EXAMPLE, AUXILIARY.
G *hard*	GET, TIGER, BEGIN, FOGGY.	PH *like* F (unmkd.)	PHANTOM, SYLPH, PHILOSOPHY.
ġ *soft, like* J	ĠEM, ENĠINE, ELBĠW, SUGĠEST.	QU *like* KW (unmkd.)	QUEEN, CONQUEST, INQUIRY.
S (unmarked)	SAME, YES, DENSE, REST.	WH *like* HW (unmkd.)	WHAT, WHEN, AWHILE.
Ş *soft, like* Z	HAS̨, AMUSE, PRIS̨M, RES̨IDE.		

EXERCISES ON WEBSTER'S DIACRITICAL MARKS.

LESSON 256.

as pīr'ant
va ḡā'rў
jū'ḡu lar
frăn'chi̱se
tў̆m'pa nŭm
ôr'de al

e̱ elät'
bĭv'ouăe
eon dīgn'
ĕt i quĕtte'
çhăm'ois
vĭs̱'or

ea nīne'
hў̄ men ē'al
bĕn'zĭne
vē'he ment
ḡāuḡe
e nēr'vāte

LESSON 257.

he̱i'noŭs
o bĕs'i ty
ae elī'māte
an̲x̲ ī'e tў̆
a̱l'dēr man
fē'ăl tў̆

sā'tyr
pär que̱t'
ĕp'oeh
a mē'na ble
jĕop'ärd īze
nŏn pa rĕil'

eao̱ut'eho̱ue
sī'ne eūre
bûr lĕsque'
çhi cān'ēr ў̆
mĭs'an thrōpe
dĕf'ĭ çĭt

LESSON 258.

bom bärd'
fa çäde'
çhär'la tan
hŏm'aḡe
ăn'tĭ mo ny
prō'fīle

eŏn'tu me ly
rĕf'ēr a ble
ăm'a teu̱r
stra tē'ḡie
ŏp pō'nĕnt
tў̄ răn'nie

pŭm'i̱çe
ĕp ĭ zō'ŏ ty
eôr'pō răl
eor pō're al
ḡă̱n'ḡrēne
mŏl'e cūle

LESSON 259.

ehlō'rĭne
lē'o nīne
sў̆n'ŏd
ĕn'ḡĭne rў̆
lă̱n'gûor
môr'phĭne

pў̆ răm'ĭ dăl
nĕp'o tĭsm
çir cū'ĭ toŭs
sêr'pĕn tīne
sū per sēde'
ae çĕnt'ed

euï răss'
rĭb'ald rў̆
chăl'dron
dūr'ançe
pûr'pōrt
ĭm'pĭ oŭs ly

LESSON 260.

COMMON ABBREVIATIONS.

A.B. Bachelor of
acct. account. [Arts.
ad lib. at pleasure.
adv. adverb.
adj. adjective.
æt. aged.
agt. agent.
Ala. Alabama.
Alex. Alexander.
amt. amount.
anon. anonymous.
Ark. Arkansas.
av. avenue.
bal. balance.
Bart. Baronet.
B.C. Before Christ.
Benj. Benjamin.
Cal. California.
C.E. Civil Engineer.
C. H. Court-house.
Chas. Charles.
Conn. or *Ct.* Connect-
Dan. Daniel. [icut.
D. C. District of Co-
lumbia.
dept. department.
D. V. God willing.
e. g. for example.
et al. and others.
Fahr. Fahrenheit.
Fla. Florida.
Ga Georgia.
H. B. M. His *or* Her
Brittanic Majesty.
id. the same.
Ill. Illinois.
incog. unknown.
Ind. Indiana.
Jas. James.
Jno. John.
Jos. Joseph.
Ky. Kentucky.
La. Louisiana.
L. I. Long Island.
LL.D. Doctor of
Laws.
long. longitude.
L. S. Place of the
Seal.
M. Monsieur.
M. A thousand.
Mass. Massachusetts.
M. C. Member of
Congress.
Md. Maryland.
Me. Maine.
Mlle. Mademoiselle.
Mme. Madame.
M. P. Member of
Parliament.
MS. Manuscript.
MSS. Manuscripts.
Mt. Mount. [lina.
N. C. North Caro-
Neb. Nebraska.
nem. con. no one con-
tradicting. [shire.
N. H. New Hamp-
N. O. New Orleans.
N. Y. New York.
Pa. or *Penn.* Penn-
sylvania.
pmt. payment.
Ph.D. Doctor of
Philosophy.
pop. population.
pro tem. for the time.
Q. question, query.
R. S. V. P. Answer,
if you please.
S. C. South Caro-
lina.
Thos. Thomas.
Va. Virginia.
vs. or *v.* against.
Vt. Vermont.
Wm. William.

FIVE RULES FOR SPELLING.

[There is a great variety of rules for spelling, but most of them have so many exceptions as to be a hindrance rather than a help.

The following rules have few or no exceptions, and may therefore aid the learner.]

Rule I. Verbs of one syllable, ending with a single consonant, preceded by a single vowel, and verbs of two or more syllables, ending in the same manner, and having the accent on the last syllable, double the final consonant whenever another syllable is added; as, *get, get'ting; o mit', o mit'ted.*

Rule II. The plural of nouns ending in *y*, when *y* is preceded by a consonant, is formed by changing *y* into *i* and adding *es*; as, *lil'y, lil'ies.* When *y* final is preceded by a vowel the plural is formed by adding *s*; as, *val'ley, val'leys.*

Rule III. Nouns ending in *o* preceded by another vowel form their plurals regularly by adding *s* to the singular; as, *cam'e o, cam'e os.*

Rule IV. Words formed by prefixing one or more syllables to words ending in a double consonant retain both consonants; as, *be fall', re buff'.* The exceptions are, *with al', an nul', dis til', in stil', ful fil', un til'.*

Rule V. The word *full*, used as an affix, always drops one *l*; and its compounds, thus formed, make their plurals regularly by adding *s* to the singular; as, *hand'ful, hand'fuls; spoon'ful, spoon'fuls.*

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